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# **Undergraduate Catalog 2003-2004**

La Salle University  
Philadelphia, Pennsylvania 19141  
215/951-1500

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability which does not interfere with performance of essential job functions after reasonable accommodation, if any. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

## **ACCREDITATION AND MEMBERSHIPS**

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104, (215)662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

AACSB - The International Association for Management Education, 600 Emerson Road, Suite 300, St. Louis, Missouri 63141, (314)872-8481

Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, Pennsylvania, 17126, (717)787-5041

Regents of the University of the State of New York, Albany, New York 12234, (518)474-5844

American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036, (202)293-2450

American Chemical Society, 1155 16th Street, NW, Washington, D.C. 20036, (202)872-4589

National League for Nursing, 350 Hudson Street, New York, New York 10019, (212)989-9393

Pennsylvania State Board of Law Examiners, 5035 Ritter Road, Suite 1100, Mechanicsburg, Pennsylvania 17055, (717)795-7270

Council on Social Work Education, 1600 Duke Street, Alexandria, Virginia 22314, (703)683-8080

Member of: American Council on Education, Association of American Colleges, National Collegiate Honors Council, American Assembly of Collegiate Schools of Business, College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

## **RIGHTS AND PRIVACY ACT PROVISIONS**

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This Act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the Act, each institution must inform each student of his/her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: Name, address, dates of attendance, class, major field of study, and degree(s) conferred (including dates).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the Fall Semester and February 15th in the Spring Semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for 1998, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Safety and Security, La Salle University, Philadelphia, PA 19141.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 1999 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

## **LA SALLE UNIVERSITY CATALOG**

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**L**a Salle University is an independent, coeducational university founded in 1863 by the Christian Brothers, a Catholic order dedicated to teaching and career preparation. The University is committed to academic excellence and individualized attention in a values-based, inter-faith educational community.

La Salle University, dedicated in the traditions of the Christian Brothers to excellence in teaching and to concern for both ultimate values and for the individual values of its students, is a private Roman Catholic University committed to providing a liberal education of both general and specialized studies.

As a Catholic university, La Salle strives to offer, through effective teaching, quality education founded on the idea that one's intellectual and spiritual development go hand in hand, complementing and fulfilling each other. The University has, as its basic purpose, the free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity. The programs of the University also aim at preparing students for informed service and progressive leadership in their communities as well as fulfilling the immediate and final goals of their lives.

As a Christian Brothers University, La Salle continues in the Catholic traditions of the innovative educator John Baptist de La Salle, who founded the order. The University engages in programs in which students' personal, social and religious values may take root and in which students may grow in mature attitudes and behavior in all human relationships. The University strives to foster an environment of faith which produces a reciprocal respect among all persons in the community and to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice.

As an undergraduate institution, La Salle is committed to a liberal arts education which assists students in liberating themselves from narrow interests, prejudices, and perspectives, and in learning to observe reality with precision, to judge events and opinions critically and independently, to think logically, to communicate effectively, and to sharpen aesthetic perception. Students are encouraged to seek wisdom; that is, to grasp those basic principles which can give order to particular facts. The University urges students to confront the ultimate questions of human experience: who am I? where does my destiny lie? how am I to reach it?

La Salle goes well beyond simply preparing students for meaningful careers and success in graduate studies. The University provides graduates with the skills they need to have a positive impact on the social, political, professional, and moral challenges of contemporary society.

**L**a Salle University offers an environment featuring small class sizes, numerous exciting academic and non-academic opportunities, the thrill and potential of the City of Philadelphia, exceptional faculty, and the expectation that students will become involved in community service. La Salle actively seeks students who will take advantage of these many opportunities to use their years at La Salle to prepare for successful careers and rewarding lives.

Based on questions asked of the admission staff by students, parents, and guidance counselors, there seems to be a pervasive belief that the results of the Scholastic Aptitude Test (SAT) is the major factor used by college admission offices in determining the admissibility of a student. This is a myth. While the SAT is considered, maturity, special talents, participation in extracurricular activities or employment, and, of course, results of previous academic work can, and do, outweigh the SAT in terms of importance within the context of a student's application.

Any motivated student seeking an exciting, academically challenging college experience is invited to consider La Salle University.

## CAMPUS VISITS

Reading about La Salle is great, but the best way for you to learn what La Salle has to offer is to experience it for yourself with a campus visit. We offer a variety of visit options so that you can pick one with which you are comfortable and that fits into your schedule. If you contact the Admission Office, we can give you the dates and details of all of these visit options:

- **Campus Tour and Interview**  
Take a small, student-led, group tour of La Salle's campus and receive a personal interview from an Admission Counselor. Tour and interview combinations are planned hourly, Monday through Friday, from 9:00 a.m. to 2:00 p.m. Please call to set an appointment.
- **Group Information Session**  
Every weekday at 10:00 a.m., the Admission Office runs a larger group tour and informational session for all those interested. No appointment is necessary.

### • Open House

These all-day events go beyond a simple tour. They include special programs on admission, financial aid, athletics, the Honors Program, career services, student life, and lunch. Representatives from all of La Salle's academic departments are on hand to answer questions.

### • Mini-Open House

These half-day events include presentations on admission and financial aid, and a talk from a member of La Salle's faculty. After you tour the campus, you will also be treated to lunch.

### • Departmental Workshops

Several of La Salle's academic departments, including Biology, Business, Communication, Environmental Science, and ISBT, offer special full-day workshops focused on each area of study. For students interested in these specific areas, there is no greater day to visit La Salle.

After a student is accepted to La Salle, he or she can also spend a day in class with a current La Salle student, and possibly spend the night before in our dorms.

## APPLYING FOR ADMISSION

Students can apply to La Salle anytime after completing their junior year of secondary (high) school, as long as they fulfill the admission requirements listed in the next section. Only complete applications will be reviewed by the Committee on Admission. A complete application includes all of these pieces:

1. A completed application form
  - La Salle also accepts the Common Application
2. An application essay or personal statement
  - Topics are provided in the application
3. An official transcript of three-year high school scholastic records
4. An academic letter of recommendation from a teacher, counselor, or school administrator
5. Official results of the College Board Scholastic Aptitude Test (SAT), or of the American College Testing Program (ACT).

### 6. \$ 35 application fee

- This fee can be waived if applying online through [www.lasalle.edu](http://www.lasalle.edu)

La Salle reviews completed applications on a rolling basis. However, if a complete application is submitted by November 15, a decision is guaranteed by December 15 through our non-binding Early Action Program.

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and evidence of superior academic achievement. All students who are accepted must graduate from high school with creditable grades, attendance, and disciplinary records.

If accepted, a student is asked to submit a \$200 deposit to hold a place in the academic class by May 1, the Uniform Candidate's Reply Date. Resident students must submit an additional \$200, \$400 total, to hold their place in the residence halls. The \$200 resident student deposit is refundable until June 15. The total deposit will be applied to first semester expenses.

All accepted students are also required to have a record of their medical history on file in the Student Health Center prior to attendance at the University.

## ADMISSION REQUIREMENTS

### HIGH SCHOOL UNITS

A student's final high school record should show successful completion of at least 16 units of high school work, including the following:

English	4 units
Mathematics	3 units that must include at least 2 years of algebra
Foreign Language	2 units that must be of the same language
History	1 unit
Natural Sciences	1 unit
<b>Total</b>	<b>11 units</b>

The remaining five units may be distributed as follows:

**Applicants for the Liberal Arts program**

- Five other academic units

**Applicants for the Science, Mathematics, or Computer Science programs**

- Five other academic units
- An additional one-half unit in mathematics

**Applicants for the School of Business Administration**

- Five other academic or commercial units, excluding typing

**Applicants for the School of Nursing**

- Five other academic units
- Two units must be a science with a related laboratory component, or the equivalent

## STANDARDIZED TESTS

As previously stated, all students must take and submit scores for either the SAT or the ACT. SAT scores cannot be submitted later than January of the senior year, and ACT scores no later than February of the senior year. Arrangements can be made to sit for these tests through your high school counselor, or by writing six weeks prior to the test date to either:

### SAT

The Educational Testing Service  
Box 592  
Princeton, NJ 08540  
or  
Box 1025  
Berkeley, CA 94701

### ACT

The American College Testing Program  
Box 451  
Iowa City, IA 52240

La Salle University's identification numbers are:  
SAT / CEEB: 2363  
ACT: 3608

## SAT II SUBJECT TESTS

SAT II subject tests are not required for admission. These tests are recommended only to students who:

1. Wish to apply for a waiver of the freshman composition requirement
2. Desire immediate placement in a calculus course
3. Plan to continue the study of a foreign language after completion of at least two years of that language in secondary school

## ADVANCED PLACEMENT (AP)

La Salle University participates, and looks very favorably upon the Advanced Placement Program of the College Entrance Examination Board. As such, the University will give college credit to students who perform satisfactorily on the AP examination. Students must score four or five on any AP history exam, or score three or above on any other AP exam to be considered to receive course credit at La Salle. Ultimately, the decision to bestow credit for performance in AP courses/examinations lies with the academic dean and the department head of test subject.

La Salle University also participates in the College-Level Examination Program of the CEEB. Students who wish to be considered for advanced credit through this program should write for information to:

The College-Level Examination Program  
Educational Testing Service  
Box 977  
Princeton, NJ 08540

## INTERNATIONAL STUDENT ADMISSION

The name La Salle is recognized throughout the world. That is just one reason why the world comes to La Salle. La Salle welcomes international students, those individuals who are not United States citizens or permanent residents, to apply as freshmen and transfer students. Applying to La Salle as an international student is similar to applying as a domestic student. International applicants must submit all of the same materials, but must also include the following:

1. Official Test of English as a Foreign Language (TOEFL) scores
  - Scores must be at least 175 on the computer-based test, or 500 on the paper-based test
  - Essay rating must be 4.0 or above

2. Certificate of Financial Responsibility and accompanying bank verification
3. Official national exam results (where applicable)

All documents submitted by international students must be official; no photocopies will be accepted under any circumstances. International applicants are not required to take the SAT, but taking the SAT is recommended as it can qualify students to receive scholarship money. No need-based financial aid is available to international students.

International students can look forward to attending an excellent school where small class sizes provide endless personal attention, while the big city offers not only excitement, but also the chance to connect with others from their homeland.

## TRANSFER STUDENTS

La Salle University welcomes transfer students to apply and enroll during any of our terms, Fall, Spring, or Summer. Any student who has attended a college or university after completing secondary school is considered a transfer student. La Salle understands that transfer students have unique needs that must be met in order to make the transition as smooth as possible. To be considered for admission, a student transferring less than 30 credits must submit an official college transcript in addition to all of the same materials as a freshman candidate, unless given a special waiver by La Salle's Transfer Coordinator. Students transferring 30 credits or more do not need to submit high school transcripts or SAT/ACT scores. All materials should be received by the Admission Office at least 30 days prior to the start of the academic term for which the student is applying.

La Salle's academics, campus, and easy access to the city are all important, but perhaps the most important consideration of a transfer student is that of transfer credit. To be considered as a qualified applicant, a transfer student must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale, but a 2.7 or higher is preferred. Individually, credit for courses will be given if the course has a quality point value equivalent to or above the La Salle "C" grade (2.00). Seventy credits is the maximum allowable amount to transfer into La Salle. Furthermore,

transfer students may be required to make up certain courses that belong to the sequence required in the program of studies for which they are applying. Business students may be required to validate selected transfer business courses before credit can be given.

While transfer credit is one major factor affecting transfer students, another is the availability of scholarship money. Transfer scholarships are available and are based on primarily college GPA and the number of transferable credits. To be considered for a transfer scholarship, students must have a minimum GPA of 3.0. All students who have been accepted by April 1 are given scholarship consideration with no additional application necessary. Transfer scholarships are renewable provided certain academic criteria are met.

## ACADEMIC DISCOVERY PROGRAM (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a special program that provides free support services for students whose records indicate that they could benefit from extra academic assistance and who meet certain criteria for financial need. ADP helps students to develop good study habits, establish clear career goals, and compete successfully in an accelerated academic setting. Students who are selected to participate in ADP must attend a free pre-college summer program involving courses in mathematics, composition, study skills, and critical thinking, before the start of their freshman year. During the academic year, students take courses from the standard La Salle University curriculum, but are assigned counselors, tutors, and an academic advisor to support the students in their efforts. As much as possible, each student's program is tailored to his or her individual needs. To obtain application materials, please contact the Admission Office at 215.951.1500. For further information specific to ADP or the Community Academic Opportunity Program Grant, call the ADP office at 215.951.1084.

## ADMISSION FOR VETERANS

All veterans coming directly from the service, with proof of a high school diploma or its equivalent, are eligible to enroll in

La Salle University. For answers to specific questions, veterans may contact the Registrar's Office at 215.951.1020.

## RE-ADMISSION

Students who have previously attended La Salle and wish to return to continue their studies should contact the Office of the Dean of the school that they last attended.

## COURSE SELECTION

All accepted students will receive a course selection form in the mail sometime in May. At this time students may indicate their preference of courses for both Fall and Spring terms. Additional academic counseling will be available to incoming freshmen during the Day ONE Program that all incoming students attend in the summer prior to their start.

## PARKING

On-campus parking is available to all students. A parking permit is needed to access La Salle University's parking facilities. Permits can be obtained at the Parking Office, on the second floor of the Security & Safety Department (building #36 on the campus guide map).

Additional information on parking can be found in the Traffic Control Policy brochure and on the Security & Safety website at [www.lasalle.edu/security](http://www.lasalle.edu/security).

Office Hours: Monday through Friday – 9:30 a.m. to 4:30 p.m.

Office Phone: (215) 951-1066

## FOOD SERVICES

The Food Service Department provides students with a complete range of services and meal plan alternatives. This department, which has been honored by the National Association of College & University Food Services (NACUFS) for outstanding menu selection, operates a 550-seat cafeteria, a Food Court consisting of five different kiosks, a restaurant (Intermissions) and night spot (Backstage), a Faculty Dining Room, Catering Banquet services, vending services, and a Market that sells packaged goods and food.

Students who will be living in a residence hall on campus are required to participate in one of several meal plans available. These meal plans are specifically designed to meet the individual needs and the busy life style of an undergraduate student.

The selection of the meal plan most suited to your needs should be based on:

- Where you will be eating most of your meals (e.g., Blue and Gold Dining Commons or the Food Court).
- How often you will be on campus during the weekends.
- How your appetite would be most satisfied (i.e., an "all you can eat" meal vs. an "a la carte" meal).

For more information on the meal plans, please contact the Food Service Department at 215/951-1388.

## THE LIBRARY

The Connelly Library offers a combination of traditional and innovative technical library services, plus warm and inviting areas for students to study and work in small groups on class projects. The building, which opened in 1988 with seating for over 1,000 people, contains areas for quiet study, various sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading. Reference and circulation services are on the first floor while audiovisual materials on the lower level include more than 4,000 feature films, multimedia CD-ROMS, and instructional materials for education students. A Special Collections area on the second level contains manuscripts, rare books, and videos on subjects such as the Japanese Tea Ceremony, Imaginative Representations of the Vietnam War, Imaginative Representations of the Holocaust, Trauma Literature, and a number of unique holdings of the works of major authors.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the university. The library subscribes to many databases accessible from the library home page ([www.lasalle.edu/library](http://www.lasalle.edu/library)). Many of these include the full text of periodical articles. In addition, the library catalog links students to over 4,000 full text peri-

odicals plus statistical sources and other materials. Students have access to these Internet sources not only in the library, but also wherever they have access to the Internet, on or off campus. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection. Materials not available in the library are borrowed from other libraries or photocopies of articles are requested at no charge to the student.

Reference librarians are available most of the 96 hours per week that the library is open. They provide individual and classroom instruction for finding information on the Internet, in books, and in periodical indexes. Information Literacy instruction using problem solving techniques is available in the library to support and enhance the University's curriculum and encourage the development of lifelong learning skills. The Connelly Library Reference Librarians have developed original presentations and inventive handouts to help students work through information problem solving.

## ART MUSEUM

The La Salle University Art Museum is the only college or university museum in the Philadelphia area with a permanent exhibition of Western art from the Renaissance to present times. The collection is made up of European and American paintings, drawings, watercolors, prints, and sculpture that document major styles and traditional themes both sacred and secular. In addition, special collections include Japanese prints, Indian miniatures, rare Protestant, Catholic and Jewish Biblical works, African tribal art, and Ancient Greek vases and figures.

Over the past 25 years, the museum has become an important cultural and educational component for both the University and the general public. It is an integral part of the teaching and research functions of many La Salle humanities classes. According to a recent informal study made to estimate the number of undergraduate classes held in similar U.S. college or university museums, La Salle was among the highest scorers with 80-100 classes each academic year. In addition to public events held in the museum throughout the year, there are many requests both here and abroad for the loan, publication, research, and reproduction of works of art in our collection.

Thus, the museum is steadily gaining national and even international recognition.

## DIVISION OF STUDENT AFFAIRS

### DEAN OF STUDENTS

La Salle Union 123  
215/951-1017

The Dean of Students, **Joseph J. Cicala, Ph.D.**, leads the Division of Student Affairs in building, sustaining, and enhancing a community focused on student learning. The division includes Administrative Services, Career Services, Community Development, Health Services, University Life, and University Ministry and Service. Further information about the programs and services of the Division of Student Affairs may be found in the *La Salle University Student Handbook*.

### ADMINISTRATIVE SERVICES

La Salle Union 205  
215/951-1371

This unit is supervised by the Director of Administrative Services, **John J. Humma Jr.** The members of the unit manage all divisional facilities and resources, including student residences, the La Salle Union, and all divisional offices and locations.

### CAREER SERVICES

Administration Center 409  
215/951-1075

This unit is supervised by the Director of Career Services, **Louis A. Lamorte Jr.** The members of the unit assist our students and alumni with all appropriate aspects of career planning and development, facilitate experiential education opportunities, and build and sustain strong relationships with potential employers.

### COMMUNITY DEVELOPMENT

La Salle Union 305  
215/951-1916  
and  
North Residence Halls  
215/951-1550

This unit is supervised by the Associate Dean of Students, **Alan B. Wendell**. The members of the unit promote and support high standards for conduct in our community, supervise residential life,

identify and mentor student leaders, encourage and support involvement in student organizations, train and develop our staff, and provide programs of welcome and transition for new students.

### HEALTH SERVICES

Counseling Center, McShain Hall  
215/951-1355  
and  
Student Health Center  
North Residence Halls  
215/951-1565

This unit is supervised by the Director of Health Services, **Lane B. Neubauer, Ph.D.** The members of the unit provide health programs and services, including primary health care, personal counseling, crisis intervention, and alcohol and other drug programs for our students.

### UNIVERSITY LIFE

Dean of Students Office  
La Salle Union 123  
215/951-1374

Multicultural & International Center  
1923 W. Olney Ave.  
215/951-1948  
and  
Programming Center  
La Salle Union 208

This unit is supervised by the Assistant Dean of Students, **Anna M. Allen**. The members of the unit lead and facilitate cultural, recreational, and social celebrations, ceremonies, and events for the University community; lead multicultural education efforts; advise our international students and our faculty and staff who work to bring international elements to student learning; and maintain the university calendar.

### UNIVERSITY MINISTRY AND SERVICE

College Hall, Lower Level  
215/951-1048  
and  
Benilde Hall, Second Floor  
215/951-1932

This unit is supervised by the Director of University Ministry and Service, **Brother Charles F. Echelmeier, F.S.C.** The members of the unit provide experiences that expand horizons, invite exploration, engender growth, and challenge assumptions – inspiring members of our community to investigate, incarnate, and celebrate both our religious heritage and informed citizenship in the 21st century.

**Tuition and Fees****Per Semester**

Basic Tuition <sup>1</sup> .....	\$11,380
Tuition per credit hour (part-time day rate) .....	740
Student Activities Fee .....	100
Reinstatement Fee .....	100
After mid-term .....	250
Pre-College Counseling and Orientation Fee — charged to entering students in their first semester only .....	110
Freshman Commuter Orientation Fee — charged to entering students in their first semester only .....	30

**Housing (per student/per semester)<sup>2</sup>**

Residence Halls <sup>3</sup>	
Single Room Rent .....	2,395
Premium Single Room Rent .....	2,665
Double Room Rent .....	2,210
Premium Double Room Rent .....	2,325
Standard Triple Room Rent .....	1,960
Economy Triple Room Rent .....	1,820
Quad Room Rent .....	2,395
Apartments .....	2,440
Townhouses .....	2,735
Telephone Service Fee .....	50
Freshman Resident Orientation Fee — charged in first semester of freshman year only .....	80

**Meal Plans**

Residence Hall students must select one of the following:

10 Meal Plus \$75 Plan <sup>4,7</sup> .....	1,460
12 Meal Plan .....	1,460
10 Meal Plus Plan <sup>5,7</sup> .....	1,770
12 Meal Plus Plan <sup>5,7</sup> .....	1,890
15 Meal Plus Plan <sup>5,7</sup> .....	2,175
7 Meal Plus Plan <sup>6,7</sup> .....	1,740
Optional Meal Plan (Apartment/Townhouse Residents & Commuters):	
5 Meal Plan .....	685

<sup>1</sup> Students enrolled for 12 or more semester hours are considered full-time. Payment of full-time tuition entitles a student to enroll for up to the following credit hours: Arts, Business, and Nursing majors-16 credit hours; Science majors-18 credit hours.

Credits taken in excess of these limits will be assessed tuition at the part-time day rate.

<sup>2</sup> The housing contract is a commitment for both Fall and Spring semesters.

<sup>3</sup> Students living in the residence halls are required to participate in one of the Residence Hall Meal Plans.

<sup>4</sup> This plan offers 10 meals per week in the Blue & Gold Dining Commons on a Monday-Friday basis and \$75 in a Plus account.

<sup>5</sup> The 10, 12, 15 Plus Plans offer meals in the Blue & Gold Dining Commons on a Monday-Friday basis and \$315 in a Plus account.

<sup>6</sup> The 7 Plus Plan offers 7 meals per week in the Blue & Gold Dining Commons on a Monday-Friday basis and \$550 in a Plus account.

<sup>7</sup> The Plus values may be used to purchase a la carte meals during the week or on weekends in the Food Court and Intermissions. Unexpended balances in the account are forfeited at the end of each semester.

All fees and deposits are nonrefundable.

In view of rising costs, La Salle University must reserve the right to amend or add to the charges at any time and to make such changes applicable to students presently enrolled as well as to new students.

world. Involvement is encouraged in experiences designed to enhance spiritual life and to fulfill the Gospel's call to justice, promote and coordinate community service and service learning, invite active participation in celebrations of the Eucharist and other sacraments, support sharing in all appropriate liturgical ministries, and provide educational services to our neighboring communities.

## DEFERRED PAYMENT

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75 percent of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75 percent of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note form must be presented to the Bursar's Office along with any required down payment (usually 25 percent).

Then, three subsequent monthly payments are made during the semester. There is a \$20 application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of one percent of the average daily balance per month. Delinquent payments are subject to a late fee of \$5 or five percent of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note is included with each semester's invoice.

## MONTHLY PAYMENT PLAN

AMS is a prepayment plan through which payments for a year's expenses are completed over a 10-month period. The first payment starts in May and applications must be submitted no later than mid-August. For additional information, call AMS toll free at 1-800-635-0120.

## SEMESTER INVOICES

An INVOICE for your semester charges will be mailed to you by the Student Financial Services department prior to the beginning of each semester. Payment will be due in the Bursar's Office approximately 15 days from the date of the invoice. YOU WILL FIND IT MORE

CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENT AND COMPLETE REGISTRATION BY MAIL. However, if there are irregularities in your pre-registration, if you desire to make a change, or if you have not paid your invoice by the mail payment due date, then you must complete your registration and payment in person on campus.

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, money order, VISA, Master Card or American Express. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A \$20.00 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the 1st Floor of the Administration Center.

If you would like to use your VISA, Master Card or American Express to pay some or all of your educational expenses, you can complete the credit card transaction form that is enclosed with your invoice or you can follow the instructions at "Brother LUWIS" on the La Salle University web site (LASALLE.EDU) to make payment via the web.

## THIRD PARTY PAYMENTS

If you have a recognized third party (employer, labor union, foundation, etc.) who is paying all of your tuition, you may send a copy of the "official notification" along with your invoice and credit will be applied to your invoice for the authorized amount of the sponsor's award. Be sure to also enclose a check or other form of payment for any balance due. To be eligible, the sponsor's award notification must be from a recognized "organization", not an individual, clearly indicate the amount that will be paid, give all necessary billing instructions and be signed by an authorized representative. IF THE ORGANIZATION SENDS THE PAYMENT AT THE END OF THE SEMESTER UPON RECEIPT OF YOUR GRADES FOR THE SEMESTER, you must pay the tuition in full at the beginning of the semester, or apply for financial aid to cover the tuition charges.

## REFUNDS

The following refund policies apply to all students.

### ROOM AND BOARD REFUND POLICY

#### Meal Plan

Students who are released from their housing contract commitment (which requires Administrative Services approval) may receive a *pro rata* refund of the unused portion of their meal plan.

#### Room Rent

Regardless of the reason for vacating, refunds will not be made for a semester's unused rent. The housing agreement represents an obligation for the academic year.

### REFUND OF TUITION

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

#### Fall and Spring

##### Undergraduate Semesters

Time of Withdrawal	Refund
During first week	100%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	None

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean of the particular school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Dean, or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student.

The University recognizes that rare and extraordinary circumstances may justify an



exception to these terms. For information on the procedure for requesting an appeal, contact your Program Director's or Dean's Office. Requests for such an exception to policy must be submitted no later than 30 calendar days after the first class day of the subsequent term (e.g., a request for the spring semester must be submitted no later than 30 days after the first class day of the first summer session). While reasonable appeals will be considered, the University is under no obligation to take any course of action that would result in a refund, removal of charges, or credit.

Since the primary responsibility for college expenses rests with parents and students, financial assistance is normally granted on the basis of financial need together with demonstrated academic ability. The information below lists sources of aid available to students attending La Salle and the method of application.

## LA SALLE SCHOLARSHIPS AND GRANTS

### FULL-TUITION CHRISTIAN BROTHERS SCHOLARSHIPS

Full-tuition Christian Brothers scholarships are offered annually to high school seniors who have demonstrated exceptional academic aptitude and achievement and offer evidence of potential for leadership in the La Salle community. This scholarship competition is open to high school seniors who have scored approximately 1300 on the College Board Scholastic Aptitude Test and who have a class rank in the top 10 or top 10 percent of the high school graduating class. A separate application for a full-tuition scholarship is required and may be obtained by contacting the Director of the Honors Program. The completed scholarship materials must be received by the Honors Center no later than January 15.

### FOUNDER'S SCHOLARSHIPS

Founder's Scholarships are awarded in the memory of St. John Baptist de La Salle, the founder of the Christian Brothers, the religious order which sponsors the University. St. La Salle's vision of teachers who would transform the lives of students and his desire to provide access to educa-

tion to those who would otherwise not receive it revolutionized education. For his achievement, he was named the Patron Saint of Teachers. His work is carried on at La Salle University as well as schools in 80 countries throughout the world.

Without neglecting the life of the mind, the traditional mission of the Lasallian school has been to help young people plan and prepare for a useful and humanly rewarding career.

The awarding of a Founder's Scholarship is based on a variety of criteria, chief of which are class rank and SAT scores. The scholarship is renewable for four years provided a cumulative average of 2.75 is maintained for the academic year. All students who have been accepted for admission by March 1 will be considered for the scholarship; no additional application is required.

### LA SALLE GRANTS

As a reflection of its dedication to providing financial aid to students on the basis of financial need, the University has established the La Salle Grant program. Awards from this grant are made to students based on their financial need as determined through completion of the FAFSA form. Awards are renewable provided the student maintains satisfactory progress and continues to show financial need. Priority is given to full-time Day students.

### LA SALLE MISSION GRANTS

In recognition of La Salle's mission, the University offers \$4,000 annual tuition grants to residents of Philadelphia or graduates of any Catholic high school nationwide.

Mission grants are awarded each year to full-time Day freshmen or transfer students who are entering La Salle for the first time. To be eligible, the student must have a 2.75 cumulative high school GPA or be ranked in top half of the high school class. The grant is renewable for four years.

### ATHLETIC GRANTS

La Salle University offers grants to men and women excelling in athletics. Contact with the La Salle University Athletic Department is made by the student's high school coach. These grants can be main-

tained through the four years of study at La Salle University.

## COMMUNITY ACADEMIC OPPORTUNITY PROGRAM (CAOP)

The Community Academic Opportunity Program is a grant available to selected students who have been accepted into the Academic Discovery Program. It is designed to give financial assistance to minority students who are residents of Philadelphia.

The amount of the grant will be equal to the difference between the total of tuition minus all gift aid which the student is eligible to receive (Federal Pell and PHEAA grants as well as private aid). In addition, the student will receive up to \$500 per academic year for books and supplies.

## COMMUNITY SERVICE SCHOLARSHIPS

Tuition scholarships are awarded to entering freshmen who have shown interest in and commitment to community service prior to their undergraduate careers, and who are willing to continue such involvement during their years at La Salle. An applicant should also have total SAT scores of at least 1000 and be ranked in the first or second quintile of his or her class.

The grants will cover 50 percent tuition and all course-related fees for the two semesters of the regular academic year and are intended to free recipients from the need to seek employment during those two semesters. The grants are renewable each year if the recipient maintains a 2.5 GPA and continues his or her involvement with community service.

All completed scholarship materials must be submitted by January 15 to University Ministry and Service.

## FEDERAL AND STATE FINANCIAL AID PROGRAMS

### APPLYING FOR FINANCIAL AID

To apply for financial aid, Day incoming students must complete the Free Application for Federal Student Aid (FAFSA) by February 15 and by March 15 for returning and new graduate and

continuing education students. La Salle's Title IV code is 003287. The FAFSA can be completed on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

All students except Day incoming students must complete the La Salle Institutional Aid Application by March 15 as well. **No Aid will be awarded until this form is returned.**

For some students, the Federal government requires us to collect additional documentation to complete an application. A letter will be sent that details the additional documentation that is needed. **The documentation must be submitted within 30 days** of receipt of the request letter. (See the section below on deadlines for more information.) No Aid information will be awarded until the requested documentation is returned.

**All students must reapply each year for all forms of financial aid.**

#### DEADLINE DATES

The purpose of the deadline dates is to assure that there is enough time for the student's financial aid to be processed and credited to the student's account for the beginning of classes. Filing late or submitting requested documentation after the deadline may cause a reduction in the financial aid award or a delay in having aid credited to the account. (However, generally, if a student files after deadline date, there are still many types of aid available.) If a student misses the application or the additional documentation deadline, and if the financial aid is not in place for any reason, then the student must be prepared to use the Bursar's Deferred Payment Plan. If the necessary payment arrangements are not made, then an administrative fee will be charged.

If a student misses a deadline and the financial aid is not in place, then the student must also be prepared for a delay in receiving a refund check for living expenses or a transfer of funds to Gold Card to buy books.

### TYPES OF FEDERAL AND STATE FINANCIAL AID

#### FEDERAL PELL GRANTS

The Pell program is a federally administered program available to needy students. Eligibility is determined by the federal government and notification is sent directly to students.

#### FEDERAL PERKINS LOANS

The Federal Perkins Loan provides needy students with long-term, low interest loans for educational expenses. The University determines the amount of the loan to be offered within certain federal guidelines. Interest at the rate of five percent per year on the unpaid balance begins to accrue nine months after the student ceases at least half-time study. The loan repayment period may be as long as 10 years, depending upon the total amount borrowed.

#### PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demonstrate financial need, maintain Pennsylvania residency, and be enrolled at least half time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) must be filed by May 1st to be eligible.

Other states in addition to Pennsylvania have scholarship programs for their residents. Information and applications are available from the respective State Boards of Education.

#### FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study program provides needy students with access to part-time jobs in both on- and off-campus locations. The funds earned do not provide direct tuition relief, but are intended to help meet incidental expenses encountered by students. Students are paid on a biweekly basis for the number of hours worked. The total amount that may be earned through the work program is determined by students' needs and availability of funds at the University. Students work an average of 12 hours a week throughout the academic year. Please see website for job listings.

#### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

The FSEOG program is a federally funded, college administered program available to needy students who are also Federal Pell recipients.

#### FEDERAL STAFFORD SUBSIDIZED LOAN

This is a low-interest loan awarded on the basis of need made directly by the Federal Government. Repayment begins six months after leaving school or enrolling less than half-time with a maximum of 10 years to repay. Depending on need, students may borrow up to \$2,625 a year as a freshman, \$3,500 as a sophomore, \$5,500 as an upperclassmen and \$8,500 as a graduate student. Students must be enrolled as a half-time student to be eligible. The Financial Aid Award letter will provide application instructions.

#### FEDERAL STAFFORD UN-SUBSIDIZED LOAN

This is a low-interest loan offered to students who are ineligible to borrow the maximum amount of the Stafford SUBSIDIZED LOAN and to independent students who need additional funds. This loan is the same as the regular subsidized Stafford loan except students must make interest payments while in school and during the grace period. The loan maximums are the same as those listed above for the Federal Stafford Subsidized Loan, except independent students may borrow the additional amounts as follows: \$4,000 as freshmen and sophomores, \$5,000 as upperclassmen, and \$10,000 as a graduate student. Students must be enrolled at least half-time to be eligible. The Financial Aid Award letter will provide application instructions.

#### FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS

The PLUS program allows parents to borrow up to the cost of attendance per academic year for each dependent undergraduate student. The interest rate varies but is capped at nine percent. Monthly repayment begins no later than 60 days after the loan is fully disbursed. Additional application information can be obtained from the Student Financial Services section of the La Salle website at [www.lasalle.edu](http://www.lasalle.edu).

#### CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIPS

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term when the scholarship will be used. The student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have

completed a minimum of 60 credits by the term during which the scholarship will be used. Additional application information can be obtained from the Student Financial Services section of the La Salle website at [www.lasalle.edu](http://www.lasalle.edu). The priority deadline is August 1.

### INSTITUTIONALLY ADMINISTERED SCHOLARSHIPS

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships. You can apply by filling out a single Common Scholarship Application which is available from the Student Financial Services section of the La Salle website at [www.lasalle.edu](http://www.lasalle.edu). The priority deadline is July 1. Scholarships available through La Salle include:

- Berger-Wallace Scholarship
- William J. Brett Jr. Memorial Scholarship
- John F. Byrne Memorial Scholarship
- Robert J. Chesco Memorial Scholarship
- Lt. John H. Condon Memorial Scholarship
- Bishop Corrigan Memorial Scholarship
- J. Russell Cullen Sr. Memorial Scholarship
- Josephine Danielski Memorial Scholarship
- Robert L. Dean Writing Scholarship
- Michael A. DeAngelis Memorial Scholarship
- Brother Claude Demitras Scholarship
- J. Hugh and Nancy Devlin Scholarship
- Saint Francis de Sales Scholarship
- Richard J. Diamond Memorial Scholarship
- Anne H. and Harry J. Donaghy Scholarship
- Dr. Paul R. Doran and Catherine E. Doran Memorial Scholarship
- Brother Patrick Ellis Alumni Scholarship
- Dr. Joseph F. Flubacher Scholarship
- J. Anthony Hayden Scholarship
- H. Blake Hayman Scholarship
- Anthony F. Heck Memorial Scholarship

- Lt. John Henry Scholarship Fund
- Thomas and Janet Kean Scholarship
- Jack Keen Memorial Scholarship
- Dr. Joseph Kelly Memorial Scholarship
- Leadership Scholarship
- John McShain Scholarship
- Charles E. Merrill Trust Scholarship
- Lillian Beresnack Miller Memorial Scholarship
- Joseph Moran Scholarship Fund
- Charlotte W. Newcombe Foundation Scholarship
- Joseph Lawrence Scheiter Memorial Scholarship
- Sigma Phi Lambda Leadership Scholarship Fund
- W. W. Smith Charitable Trust Scholarship
- Lillian and Ralph Tekel Scholarship
- Trans Freight, Inc. Scholarship Fund
- John H. Veen Memorial Scholarship
- Thomas H. White Memorial Scholarship

### SATISFACTORY STANDARDS OF ACADEMIC PROGRESS FOR ALL FINANCIAL AID

In order to continue receiving Federal and State financial aid, a student must be maintaining satisfactory academic progress toward completion of the program of study. The student must be moving toward the goal of graduation.

#### STANDARDS OF ACADEMIC PROGRESS

In order to continue to receive Federal and Institutional Need-Based Aid, the student must successfully earn 66 percent of all attempted credits.

In addition to completing a certain number of attempted credits, all students are required to achieve the cumulative grade point average as listed below if they are to continue to receive Institutional and Federal financial aid:

Credits Earned	Required CUM GPA
1-23	1.50
24-53	1.75
54 and above	2.00
Graduate Students	2.00

For the definition of attempted and earned credits and for the formula of the calculation of the grade point average, please contact the Registrar.

Some Scholarships require a higher GPA for renewal.

#### MAXIMUM TIME FRAME

The maximum time frame for completion of the undergraduate or graduate program cannot exceed 150 percent of the published program length for a full-time student. For example the minimum credits for an undergraduate to complete a program is 120; therefore, the student would have a maximum time frame of 180 attempted credits to complete the program before loss of eligibility for Federal and Institutional Aid.

#### MEASUREMENT OF PROGRESS

Academic Progress for each student will be measured in May or at the end of the summer session. If a student does not meet these standards of academic progress, then that student will not be considered for Federal or Institutional Funds. In order for the student's eligibility to be reinstated, the student's grades must meet the required levels.

#### APPEALS OF PROGRESS

Appeals may be based on either the death of a relative, upon a serious personal illness/injury or other extenuating circumstances. The student must be able to demonstrate that the illness/injury or extenuating circumstance must have had a direct impact on the student's academic performance. If a student had mitigating circumstances preventing completion of the program within the 150 percent time frame, then an appeal may be made based upon this.

The student must put his/her request for an appeal in writing and submit it to Student Financial Services. The student may be asked to provide supporting documentation of the situation. All appeals will be reviewed by the Student Financial Services Appeal Committee. Appeals,

when granted, are for one semester only and the student must comply with any and all conditions attached to the waiver of the academic policy. If the Financial Aid Appeals Committee feels that there are mitigating circumstances that had a direct bearing on the student's academic performance, then the student can be funded during a probationary period up to one year. The University's Academic Censure Policy and its Standards for Academic Progress for Financial Aid are two distinct policies. The University may allow a student to enroll for a semester but elect to withhold funding.

### STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT PROGRAM

The student must successfully complete at least 24 credits for every two semesters of full-time PHEAA State Grant assistance received. For part-time PHEAA State Grant recipients, the above requirement will be prorated. (A Student may appeal this directly to PHEAA.)

### FINANCIAL AID POLICIES

- The University reserves the right to reduce financial aid due to a change in the student's enrollment or housing status or if a student receives additional funding from an outside source. Financial Aid may also be reduced if there has been an error in the calculation of a student's financial aid or as result of verification.
- Grant-Scholarship Overaward Policy The University reserves the right to reduce University need or non-need based funding in the event an "overaward" occurs due to a change in a student's enrollment, housing, or financial situation or if additional outside funding is made available to a student. There are two types of overawards:

1. The first type of institutional overaward is when the total of all grants and scholarships exceeds the La Salle Gift Aid Budget. This budget includes tuition, average fees, a living/book allowance for commuters, and room, board and book allowance for resident and off-campus students. For commuters, the 2003-2004 La Salle Gift Aid Budget is \$25,939. For resident students, the La Salle Gift Aid Budget is \$30,400 and for off campus students, the budget is \$28,239. If the total of a student's

grants and scholarships exceed the above amounts, then La Salle University reserves the right to reduce institutional funding. The one exception to this policy is athletic aid as the NCAA regulations take precedent.

2. The second type of overaward situation is when a student receives more funding than the student's federally calculated need allows. Federal and Institutional policy prohibit a student from receiving aid in excess of need and require the school to resolve the overaward.

- If a student has already been awarded need-based aid and subsequently receives additional funding such as private scholarship, then no other aid will be reduced as long as the total of the financial aid does not exceed need.

- If a student is awarded additional aid, which causes the total of all aid to exceed the federally calculated need, then there must be a reduction in the financial aid. To resolve this overaward, financial aid will be reduced in the following order: Perkins Loan, Federal Work-Study, FSEOG, La Salle Grant, and Stafford Loan.

- La Salle Merit Scholarships may not be combined.

- It is the responsibility of all financial aid applicants to check their La Salle e-mail account for notices concerning financial aid deadlines, policies, procedures and eligibility. Important information may be sent through e-mail or posted on the website rather than through paper correspondence.

## REFUNDS

### REFUND OF EXCESS AID

Students who are credited with aid in excess of tuition and other charges after all the appropriate forms have been completed will be sent a refund.

### WITHDRAWALS AND RETURN OF TITLE IV FUNDS

If a student is a recipient of Federal financial aid (Title IV funds) and withdraws from the University, then Federal regulations require the University to follow a prescribed withdrawal process and stipulate the refund of funds to the Federal financial aid programs.

## WITHDRAWAL DATE

For a Federal Financial Aid recipient, the withdrawal date is the date the student notifies the Dean of his or her school that he or she is withdrawing from the University. This can be done orally or in writing. The student may rescind the official notification of withdrawal. This must be done in writing.

If the student does not notify the Dean of his/her withdrawal, the date of the withdrawal becomes the midpoint of the semester or the date of the student's last attendance at a documented academically related activity.

If a student does not notify the Dean of his/her withdrawal due to circumstances beyond the student's control, the withdrawal date becomes the date related to that circumstance. Finally, if a student does not return from an approved leave of absence, the withdrawal date becomes the date the student began the leave.

## RETURN OF TITLE IV FUNDS

If a student withdraws, the student's federal financial aid will be prorated based on the number of days that the student completed in the term. This is the earned amount of federal financial aid. Once a student completes 60 percent of the term, then all federal financial aid has been earned and no refund to the programs is required. For the University policy on refund of tuition charges, see the section on Expenses. Please note that the Federal Return of Title IV Funds policy no longer stipulates how the University calculates its refund of tuition, fees and other charges.

If a student has received disbursed aid in excess of the calculated earned aid, then funds must be returned to the federal financial aid programs in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Perkins loans, Federal Plus loans, Federal Pell Grant, and Federal SEOG.

A student will only be eligible for a late disbursement of Federal financial aid if the amount of the disbursed aid is less than the amount of the earned Federal financial aid.

If a student has received a cash payment due to excess of financial aid over

allowable tuition, fees and other charges and if the student subsequently withdraws from the University, then the student may be required to repay monies to the Federal financial aid programs. After a student is notified that he or she owes monies to the Federal financial aid programs, the student has 45 days to either repay the funds or make satisfactory payment arrangements with the Department of Education. If the student fails to do either of the two previous options, then the University must report the "overpayment" to the National Student Loans Data System.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

The following are the rights and responsibilities of students receiving federal funds.

### You have the right to ask a school:

- The names of its accrediting or licensing organizations.
- About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.
- About its cost of attendance and its policy on refunds to students who drop out.
- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- What the procedures and deadlines are for submitting applications for each available financial aid program.
- What criteria it uses to select financial aid recipients. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need.
- How much of your financial need, as determined by the institution, has been met. How and when you will be paid.
- To explain each type and amount of assistance in your financial aid package.
- What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.
- How the school determines whether

you are making satisfactory progress, and what happens if you are not.

- What special facilities and services are available to the handicapped.
- If you are offered a Federal Work-Study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.
- To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

### It is your responsibility to:

- Review and consider all information about a school's program before you enroll.
- Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay or prevent your receiving aid. Meet all deadlines for applying for and reapplying for aid.
- Notify your school of any information that has changed since you applied.
- Provide all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read, understand, and keep copies of all forms you are asked to sign.
- Comply with the provisions of any promissory note and other agreements you sign.
- Repay any student loans you have. When you sign a promissory note, you're agreeing to repay your loan.
- Notify your school of any change in your name, address, or attendance status (half-time, three quarter time, full-time, housing status). If you have a loan you must also notify your lender of these changes.
- Attend an exit interview at your school if you have a Federal Perkins Loan, Federal Stafford Loan, or PLUS Loan.
- Satisfactorily perform the work agreed upon in a Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

## PROGRAM OF STUDIES

The program of studies prescribed by the student's advisor and approved by the dean of the school in which the student is enrolled is his or her official roster of courses.

It is the student's responsibility to see that all the requirements of this program are fulfilled. He or she should have in writing from the dean any exceptions to the prescribed program which may be granted.

Students may be permitted to change from one program to another, or from one area of instruction to another, only when their previous record indicates that they may profit by such a change. In any change of this type, the student must have the written permission of the Chair and the dean of the school. This change may entail taking approved summer courses or an additional semester in college. In no case may students who transfer receive promotion or a degree sooner than they would have received it had they not transferred. No degree may be received less than one year after change of curriculum.

## DUAL MAJORS

In some circumstances, a student with special needs and abilities may be permitted to major in two departments or to follow a special interdepartmental program. After developing the program in consultation with both departments, the student must obtain approvals of both chairs and of the dean. Arrangements should normally be completed during the Spring semester of the sophomore year.

## MINORS

In addition to their majors, students may also complete up to two minors. These minors will be officially noted on the transcript. Minors may be constructed in these subjects: accounting, art history, biochemistry, biology, chemistry, communication, computer science, criminal justice, digital arts and multimedia design, economics, education, English, foreign language, geology, history, information technology, mathematics, music, nutrition, philosophy, physics, political science, psychology, religion, sociology, and social work. These minors require six courses within the discipline, not counting foundation courses. Students interested in minoring in a subject should consult with the chair of that department for advice on the requirements.

Special minors may also be taken in these areas: Asian studies, business administration, Catholic studies, Central and Eastern European studies, environmental studies, health care administration, inter-

national studies, justice and society studies, life science, marketing, risk management and insurance, urban studies, and women's studies. The requirements are listed in their proper alphabetical place in the Course Requirements section of this Bulletin.

## THE FIRST-YEAR ODYSSEY AT LA SALLE UNIVERSITY

The First-Year Odyssey (FYO) introduces students to La Salle University and the city of Philadelphia through class participation, on campus activities, and field trips. FYO gives students an opportunity to form bonds with fellow students, professors, and staff, while they become more familiar with campus resources and the rich offerings of urban life.

Students earn a grade and one credit in the First Year Odyssey. To meet the needs, interests, abilities, and concerns of students, teachers and students will work together to design some of the course activities. Where possible, students will seek out information and report back to their classmates (for example, on opportunities and resources available on campus or in the city).

Participation in the First Year Odyssey is required of all first-year students with the exception of students in the Honors Program

## ACADEMIC AND CAREER EXPLORATION

The Academic and Career Exploration (ACE) Program helps students learn about themselves, our majors, and potential careers.

It is a non-credit program for freshmen who enroll in La Salle as undecided majors. Opportunities offered include *Discover* career exploration software, *Alumni On Campus* alumni mentoring program, workshops on major and career decisions, and special academic advisors who have been designated to work specifically with ACE students to ensure appropriate course selection.

The ACE Program is administered by La Salle's Career Services Center and is a cooperative program involving the School of Arts and Sciences, the School of Business, the Counseling Center, and the Freshman Year Experience Program.

## COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program (Co-op) is a learning experience that extends beyond the campus of La Salle University. Students have the opportunity to work in a job related to their major or career goal, while earning money and credit for the experience. This program offers the unique opportunity to apply classroom theory to an actual work situation. Co-op can add relevance to a student's academic program, afford an understanding of human relationships outside one's peer group, and provide realistic vocational information as well as financial assistance.

These full-time employment commitments range from three to six months, thus requiring the student to dedicate either a Fall or Spring semester toward the Co-op Program. In order for the student to graduate in four years, early academic planning is crucial (see model rosters on pages 83 and 84). Co-op is an optional program open to all majors (except education) who have completed the sophomore year and have maintained at least a 2.25 GPA.

It is suggested that students apply to the Co-op Program before completing their freshman year. During the sophomore year, students will prepare for a co-op placement. With the help of the Co-op counselor, each student will write a resume to be submitted to participating companies and prepare for the interview process. Co-op placements are usually completed during the junior year. Six-month assignments are as follows:

Fall Cycle:	July-December
Spring Cycle:	January-June

Three-month assignments occur during the regular academic semesters:

Fall:	September-December
Spring:	January-April

While Summer Co-op is available, the Career Services office conducts a Summer Jobs Program for those students who wish to obtain summer employment.

Students can learn more about the Cooperative Education Program by contacting the Associate Director of Experiential Education in Career Services, 215/951-1075.

## HONORS PROGRAM

The pedagogical philosophy of La Salle University emphasizes the need for a strong basis in the humanities and the development of specific skills for all undergraduates. For this reason, all students are required to complete a set of courses devoted to these ends. Individual academic departments offer students an intensive study in a specific discipline, but only after a majority of the courses in this humanistically-based core have been completed.

The curricular structure of the Honors Program follows this general University model, but with modifications that recognize the needs and abilities of the highly motivated and intellectually gifted student. These modifications are primarily in the manner in which the Honors Program student satisfies these essential University-wide requirements.

In the first year of studies, the Honors Program student will complete three honors courses each term. These courses will be in the disciplines of history, literature, and philosophy and will, over the course of the year, take the student from antiquity to the contemporary period. The professors teaching in this first year program make every attempt to coordinate their readings and assignments so that, at any particular time during the academic year, the students will be viewing the same period of civilization through the perspective of three different disciplines.

A typical week would have the student spending three hours of class time in each of the three disciplines and three hours of time in a special situation in which an attempt is made to integrate the three seemingly distinct disciplines. This last three-hour period of time brings together all of the students in the program and their professors in a variety of experiences. Some of the sessions will be held on campus and others will make use of the many museums and resources in the Philadelphia area. In recent years this has meant afternoons or evenings spent at the Academy of Music with the Philadelphia Orchestra, at the Philadelphia Museum of Art with the curator of the medieval collection, at the Arden Theater with the artistic director, or at the Franklin Institute. Each activity is designed to complement and supplement the work of the classroom—a humanities lab, in effect.

Having successfully completed the first



year of studies, the Honors Program student is then offered a wide variety of seminars in honors. These seminars allow the student to study topics, time periods, and areas of interest in considerably more depth, using the broad overview of the first year as a solid foundation upon which to build. Serving as the substitutes for the regular core requirements of the University, these seminars are often cross-disciplinary. In addition, each Honors Program student will be required to complete an independent study project that will be the equivalent of one three-credit course. This will be done on a topic of the student's choosing (not necessarily in the major) and will be directed by a faculty member.

The total number of courses required in honors is a minimum of 14, including the independent project. One of the courses must be an ethical issues seminar in the student's major. In addition to the curricular requirements, students are required to maintain a cumulative GPA of 3.0 and a 3.0 GPA in Honors Program courses to remain active in the Honors Program.

Students who complete all of the requirements of the Honors Program are graduated from La Salle with the special distinction of General University Honors. This distinction is noted on their official transcript, on their diploma, and in a special listing in the Commencement program.

Each year approximately 60 students are admitted to the Honors Program (from a freshman class of approximately 700 students). Invitations are extended to students who have been accepted for admission by the University, who have combined SAT I scores of approximately 1250, and who rank in the first quintile of their graduating class.

The application deadline is May 1. Further information on the Program is available from the Director of the Honors Program, 215/951-1360.

## INTERNATIONAL EDUCATION OPPORTUNITIES

### STUDY ABROAD

La Salle has strong ties with both the American University of Rome in Italy and the National University of Ireland in Galway where students have the opportunity to have a semester-long learning

experience. We provide various levels of support for students wanting to study at other destinations.

### TRAVEL/STUDY

La Salle offers semester-long courses with travel components involved. Past courses have included: Art and Power in Italy; Shakespeare in London; Pilgrimage: The Holy Land; Human Rights in Chile; Comparative Business Practices--Germany and U.S.

### EXCHANGE PROGRAMS WITH LASALLIAN SCHOOLS IN MEXICO

La Salle has exchange agreements with three Lasallian schools in Mexico—in Obregon, Chihuahua, and Mexico City. The exchange programs are an opportunity for both international study as well as language immersion. Students interested in these programs must have a high level of Spanish proficiency, as they will be attending university courses with Mexican students.

### THE WRITING FELLOWS PROGRAM

The Writing Fellows Program offers a unique opportunity for good student writers to serve as undergraduate peer tutors in writing in courses throughout the University. Students selected to be Writing Fellows receive special training. Interested students should contact Dr. Margot Soven, Program Coordinator, at 215/951-1148.

### ARMY ROTC

Students at La Salle can participate in Army Reserve Officers' Training Corps (ROTC) through a partnership agreement with Drexel University. The program is open to both male and female students who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve, or Army National Guard upon graduation.

Freshman and sophomore students take ROTC basic courses right on La Salle's campus and incur no obligation (who are non-scholarship) to the U.S. Army by enrolling. Additionally, military science courses are applied towards graduation requirements.

Juniors and seniors enrolled in the Advanced Course take senior level military science courses at Drexel University.

The primary purpose of ROTC is to commission the future officer leadership of the United States Army and motivate young people to be better citizens. Students enrolled in the ROTC program receive instruction in the fundamentals of leadership with emphasis on self-discipline, integrity, confidence, and responsibility. ROTC is the only college elective that teaches leadership and management skills that enhance your future success in either a military or civilian career.

ROTC scholarships worth up to \$17,000 per year are available on a competitive basis. Advancing freshman and sophomore students may compete for two- and three-year scholarships, regardless of whether or not they are currently enrolled in ROTC. All junior and senior students enrolled in the Advance Course receive \$600 a year for books and education fees and a non-taxable subsistence allowance of \$250-400 per month while attending classes. La Salle provides free room and the 12 plus meal plan for any three or four-year scholarship winners! This is a benefit that is not provided by most other universities.

For more information on the program, scholarships, and career opportunities, contact the ROTC office at La Salle University at 215/951-1365 or 215/590-8808 ext. 30, or e-mail [armyrotc@lasalle.edu](mailto:armyrotc@lasalle.edu).

### AIR FORCE ROTC

La Salle students are eligible to participate in Air Force Reserve Officers' Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University.

All Aerospace Studies courses will be held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for a baccalaureate degree.

For further information on the cross-enrollment program, scholarships, and career opportunities, write or telephone the Professor of Aerospace Studies, AFROTC Det 750, Saint Joseph's University, Philadelphia, PA 19131, 215/871-8324.

## COURSES AT CHESTNUT HILL COLLEGE

The cooperation of La Salle with Chestnut Hill College, a Catholic college for women situated about five miles from La Salle, results in a valuable coordination of programs. Students from either of the associated colleges can register for courses at the other college, with full credits, and without payment of extra tuition. Students wishing to register for courses offered at Chestnut Hill will follow the same procedure as when they register for courses at La Salle.

## SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree. The Summer Sessions are administered by the Office of Continuing Studies.

Properly qualified applicants from other accredited institutions are also admitted to the Summer Sessions.

For more information, call 215/951-1234.

## REGISTRATION

During announced pre-registration periods students are required to meet with their department chair or advisor to create a roster of courses for the upcoming semester. The student may register via the University website, [www.lasalle.edu](http://www.lasalle.edu), or in-person during the times specified by the Registrar's Office. The Financial Service's Office will bill the student following each pre-registration cycle.

Students who have not completed registration may register during the first week of the semester.

## CLASSIFICATION OF STUDENTS

A full-time student carries a minimum of 12 semester credit hours; many carry an average of 15 semester credit hours. A student's program may require more

hours per week in some areas of instruction.

Class level is determined by the number of credit hours earned by the student. Students having 0 to 23 credit hours are considered freshmen; those who have earned 24 to 53 credits are sophomores; those having 54 to 83 hours are juniors; and those with more than 84 credit hours are classified as seniors.

Part-time students carry a roster of less than 12 hours per week. Students in this category will require more than the normal four years in which to earn a degree.

Students who do not fulfill certain admission requirements may be admitted to follow particular courses, and are considered as special students. They do not register for a degree granting program. Credits earned by a special student may be counted towards a degree as soon as he or she has met all the requirements for admission and candidacy for a degree provided that the credits thus earned are applicable to the program of studies. A special student cannot hold a scholarship nor take part in extracurricular activities.

## CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the Undergraduate Evening to an Undergraduate Day Program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum GPA of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from Undergraduate Day to Undergraduate Evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the assistant dean of their respective school.

## UNIVERSITY ATTENDANCE POLICY

Students are expected to attend classes regularly. Absence required to provide for conditions beyond the control of the student, such as illness or serious personal or family situations, should be explained to the instructor. If an absence extends over a protracted period of time, the Office of the Dean of the individual student's school should be notified. Attendance is taken from the first regular class day regardless of the time of registration.

## EXAMINATIONS

The last week of each semester is set apart for final examinations. Examinations to measure student progress are given at mid-term. Students who, for satisfactory reasons, fail to take a semester examination as scheduled may take a delayed examination.

## CLEP EXAMINATIONS

Students may receive credit for approved courses taught in the La Salle University curriculum through participation in the College Level Examination Program (CLEP) of the College Entrance Examination Board, or through other authorized standardized testing procedures or in-house tests. Students who wish to attempt credit through examination must receive permission from their Dean's Office to determine which examinations are acceptable to La Salle, and to obtain permission for participation.

While the Academic Dean determines the credits to be granted for CLEP and other authorized standardized testing procedures, the individual department designates the subject examinations which are applicable to specific courses at La Salle University. Students may not be granted credit for a general examination CLEP course after completion of the freshman year, and a student who has received credit through conventional courses or through standardized testing for one or more advanced courses in a discipline may not challenge a beginning course in that discipline. No grades are assigned to courses credited through authorized standardized testing procedures.

\*Refer to page 116 for Testing Fees information.



## STUDENT RESPONSIBILITIES

A student's matriculation at La Salle University is a voluntary decision which involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As a member of student organizations and as an individual, the student assumes responsibility for knowing and complying with all existing regulations in the Academic Bulletin, the Student Guide to Rights and Responsibilities, and any rules and regulations subsequently promulgated through appropriate publication to the University community. Copies of the Student Guide to Rights and Responsibilities and other publications may be obtained from any Division of Student Affairs office.

## STUDENT REPORTS

Progress reports for new students are submitted to the Dean's Office by each instructor at the middle of each term. Final grades are submitted to the Registrar's Office at the end of a semester and these are made part of a student's permanent record. A report of semester grades is mailed to the student within two weeks after final examinations.

## GRADES

A Superior	I Incomplete
B Very Good	W Withdrawal
C Average	S Satisfactory
D Passable	U Unsatisfactory
F Failure	X Audit

The final course grade is determined through evaluation of recitations, written assignments, and examinations, including mid-term and final examinations.

The following system of grades is used in measuring the quality of student achievement:

**+/- Grading System:** In assigning grades, faculty have the option of using A-, B+, B-, C+, C-, or D+. Those faculty who do not want to assign +/- grades are not obligated to do so.

**Incomplete:** The I grade is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination for reasons beyond his or her control. Make-up examinations for the fall semester must be completed before the opening day of the spring semester. All I grades that have not been removed within three weeks after the last regular examination of the semester become Fs. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the Dean of his or her school.

**Withdrawal:** The W grade is assigned when a student **officially** withdraws from a course prior to its completion. The request for withdrawal from a course is filed with the student's Dean's Office (Non-Nursing evening students with the Office of Continuing Studies). The request must be filed on or before the "Last day to withdrawal from a class," as published in the Academic Calendar located in the current edition of this bulletin and on the University website: [www.lasalle.edu](http://www.lasalle.edu).

**Satisfactory or Unsatisfactory:** Students may take up to two free electives under a pass/fail option. If they indicate this option to the Registrar within three weeks after the course begins, the grade for the course will be recorded as S or U. Such a grade will not affect the cumulative index, but semester hours graded S will be counted toward the total required for graduation. The purpose of this option is to encourage choice of challenging electives, including those outside the student's major field.

**Audit:** The X grade is assigned for courses audited. After obtaining permission from the course instructor and the Dean, a student wishing to audit a course may sign up in the appropriate Dean's Office before the first day of class.

**Courses repeated:** If a student repeats a course, only the higher grade is counted toward graduation requirements and in the academic index. A student may not repeat a course more than once without permission from his or her Dean.

## SCHOLARSHIP INDEX

A scholarship index system is used at La Salle to determine a student's average grade. In determining the index, each letter grade is ascribed a numerical value, called grade points. A = 4 grade points; A- = 3.67 grade points; B+ = 3.33 grade points; B = 3.00 grade points; B- = 2.67 grade points; C+ = 2.33 grade points; C = 2.00 grade points; C- = 1.67 grade points; D+ = 1.33 grade points; D = 1.00 grade point; F = 0.00 grade points.

A grade point score is calculated for each course by multiplying the numerical equivalent of the letter grade by the number of semester hours. The index, or the average grade of all courses, is found by dividing the sum of the grade point scores for all courses by the total number of semester hours of course work attempted.

## ACADEMIC PROGRESS

A full-time student is making adequate progress toward the degree if he or she has:

1. completed within the academic year (fall, spring, and summer) 18 hours of new course work at satisfactory academic levels as indicated:

- a) completed freshman status  
1.50 or above\*
- b) completed sophomore status  
1.75 or above\*
- c) completed junior status  
2.00 or above\*
- d) within the senior year  
2.00 or above\*

\*See "Classification of Students" on page 17 for definition of status.

2. completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the dean.

This policy statement defines the parameters within which the University will define the progress of the student for aid and funding purposes. Since the decisions rest with the granting agencies, "adequate progress" does not guarantee such aid.

## DEANS' HONOR LIST

The Deans' Honor List is published at the termination of each semester. Those students who have a cumulative average of 3.4 and above are placed on the Deans' List. To be eligible for this list, a student must have complied with all the requirements of the University and must have earned 24 credits with letter grades A, B, C, or D at La Salle University.

Deans' List students are eligible for courses in the University's Honors Program.

## ACADEMIC CENSURE

Academic censure is intended to be a service to the student who is in academic difficulty. It serves to alert some to the severity of their academic problem and to encourage them to seek the help and counsel they need. For others, it is the imposition of a time period away from academic endeavors to permit adjustment of priorities.

Academic censure may assume any one of three forms, depending on the student's academic standing. During the evaluation of student records at the end of each semester, a student will normally be subject to the form of academic censure indicated if the cumulative grade point average falls below the levels outlined.

For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year. Students having 0 to 23 such credits are considered to be in their freshman year; those having 24 to 53 such credits are in their sophomore year; those having 54 to 83 such credits are in their junior year; those having more than 83 such credits are in their senior year.

### CENSURE POLICY FOR STUDENTS ENROLLED PRIOR TO FALL 2003

1. Probation. A student is placed on probation who has attained a cumulative grade point average of (a) less than 1.50 after any term in the freshman year, (b) less than 1.75 after any term in the sophomore year, (c) less than 1.90 after the first term in the junior year,

(d) less than 2.00 after any other term in the junior year or during the senior year. Such a student will be continued on probation until he or she has satisfied the conditions for good academic standing.

2. Suspension. This is involuntary separation of the student from the University for a definite period of time, usually two semesters. No academic work done during a period of suspension will be accepted for a student's academic record at the University.
3. Dismissal. This is involuntary separation of the student from the University for an indefinite period of time. No academic work done during a period of dismissal will be accepted for a student's academic record at the University.

A student is liable to suspension or dismissal:

1. when he or she has attained a cumulative grade point average (a) less than 1.25 after any term in the freshman year, (b) less than 1.50 after any term in the sophomore year, (c) less than 1.75 after the first term in the junior year, (d) less than 1.90 after any other term in the junior year or during the senior year, or
2. when he or she is on probation for two successive semesters.

Decisions on probation, suspension, and dismissal will be made following determination of grades after the Fall and Spring semesters.

### CENSURE POLICY FOR STUDENTS ENROLLED BEGINNING FALL 2003

Academic censure policies have been revised for all new students matriculating in the Fall 2003 semester or later. These changes pertain to two factors:

- Threshold GPA
- Suspension rules

#### 1. Threshold GPA:

Probation. A student is placed on probation when he or she has attained a cumulative grade point average of (a) less than 1.75 after any term in the freshman year, (b) less than 1.9 after any term in the sophomore year, (c) less than 2.0 after any term in the junior or

senior year.

#### II. Suspension Rules:

A student will be liable for suspension when he or she has attained a cumulative GPA for two or more successive semesters of (a) less than 1.75 during the freshman year, (b) less than 1.9 during the sophomore year, (c) less than 2.0 during the junior or senior year.

During the suspension period, the student may elect one of the following options:

1. He or she would not participate in any academic coursework either at La Salle or any other institution for a one-year period (this is the current policy).
2. He or she could take coursework at La Salle as a non-matriculating student to raise the GPA to the required level to remove him or her from suspension; at most two courses may be taken in one semester.
3. He or she may take courses at another institution. (This option may only be elected once in a student's total academic career and it can take the form of one of the following two timeframes.)

#### Timeframe #1

For consideration of early return (less than 1 year), a student must take 4 courses and a minimum of 12 credits in one semester with the following caveats:

- No grade in any course can be lower than a "C."
- Course failures at La Salle can only be repeated at La Salle University
- Course selection must be pre-approved by the appropriate La Salle Dean's Office
- The GPA for the work undertaken at another institution must be greater than or equal to a 2.5

#### Timeframe #2

During the year of suspension, a student can take a maximum of 4 courses at another institution. The courses must meet the following conditions:

- No grade in any course can be lower than a "C."

- Course failures at La Salle can only be repeated at La Salle
- Course selection must be pre-approved by the appropriate La Salle Dean's office

## CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Regularly-enrolled La Salle students, who are in good standing, may be approved to take courses at other institutions, subject to department or school restrictions.

Please note:

- Students are not permitted to take more than 12 credits in transfer after they have 60 credits and prior to 90 credits on their La Salle transcript.
- Major courses may not be taken at other institutions.
- Credit is transferred only for grades of C (2.0) or better; however, the letter grade is not included in the computation of a student's academic index at La Salle.
- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a "W" grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's School or from the Office of Continuing Studies, two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University must be obtained in advance from the Dean's Office of the student's School.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the Dean's office/Office of Continuing Studies for inclusion in the student's record.

The Transfer Credit requirement and Residency requirement are repeated here from other sections of this bulletin because of their impact on courses taken at other institutions.

### Transfer Credit requirement

- A total of 70 credits is the maximum

number which can be transferred to La Salle from other institutions.

### Residency requirement

- Students are required to take their last 30 credits at La Salle.

## RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of C or better in each course, may request in writing from the Dean of their school a "transcript renewal." Should the request be granted, the student will have the option of having all Fs renewed or all Fs and all Ds renewed. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

## REQUIREMENTS FOR A DEGREE

Students who will complete requirements for a degree in a given semester must make written application for graduation at the time specified by the Registrar. Commencement exercises are held annually in the spring. Diplomas are issued three times a year—on September 15, January 15, and on the date of the Commencement exercises. Students who have three or fewer courses remaining to be fulfilled for their degree requirements will be eligible to participate in May Commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercises of the following May.

A candidate for the baccalaureate degree must have completed 120 semester credit hours which satisfy curricular requirements and which include at least 38 courses of 3 credit hours or more.

Certain curricula may require a number of hours exceeding this minimum. In addition to completing the required number of courses and hours, the stu-

dent must also:

1. have obtained a C average or cumulative index of 2.00 in the total program of studies,
2. have fulfilled all course requirements controlled by the major department with a C average or a cumulative index of 2.00 in those courses,
3. have fulfilled the Core Requirements.
4. Students are required to take their last 30 credits at La Salle.

### Requirements for a second Bachelor's Degree:

La Salle will award either a B.A. or a B.S. degree to a student who has already earned a bachelor's degree from an accredited institution if these conditions are met:

1. The student will obtain written permission from the appropriate dean and chair.
2. If the student holds a bachelor's degree from La Salle, he or she will meet substantial requirements for the major as determined at the time the student matriculates in the second degree program. A minimum of 30 credit hours would be required.
3. If the student holds a bachelor's degree from another institution, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.
4. The student is required to take the last 24 credits at La Salle.

## HONORS

The bachelor's degree with honors is conferred on a student who has completed his or her courses at the University with an average of all marks not lower than 3.4 and who has not incurred the penalty of loss of good standing for disciplinary reasons.

The candidate for the bachelor's degree who has earned an average of 3.8 in all courses is graduated with the distinction *Maxima Cum Laude*.

The candidate who has earned an average of 3.6 is graduated with the distinction Magna Cum Laude.

The candidate who has earned an average of 3.4 is graduated with the distinction Cum Laude.

## COURSE WITHDRAWAL/ WITHDRAWAL FROM THE UNIVERSITY

It is the students' responsibility to notify the University in the event they need to withdraw from a course(s) or withdrawal from the University entirely.

### Course Withdrawal

Students may withdraw from a course(s) prior to its completion under the following conditions:

1. Students must have approval from their Dean's Office (Non-Nursing evening students with approval of their academic advisor in the Office of Continuing Studies).
2. Students must file a Course Withdrawal form with their Dean's Office (Non-Nursing evening students with their academic advisor in the Office of Continuing Studies) by the "Last day for withdrawal from classes", published in the Academic Calendar, located in the current edition of the bulletin and on the University's website – [www.lasalle.edu](http://www.lasalle.edu). Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).

**Ceasing to attend a class does not constitute a withdrawal;** students must officially withdraw by filling out the *Course Withdrawal* form in their Dean's Office (Non-Nursing evening with their academic advisor in the Office of Continuing Studies). Ceasing to attend without officially withdrawing will result in the student receiving grade for the course, possibly a failing grade. A "W" designation will only be assigned upon official withdrawal from a course.

*Students should also consult with their Financial Aid Counselor and/or Veteran's Benefits Coordinator to understand how this change in their enrollment status may affect their aid. Additionally, International Students should contact one of the International Education Associates at the Multicultural and International Center.*

## Withdrawal from the University

Students who opt to withdraw from the University must:

1. Complete the Withdrawal from the University\* form and Non-Returning Student Questionnaire in their Dean's Office (Please note: Non-Nursing evening students must consult with their advisor in the Office of Continuing Studies.)
- \* In order to receive a "W" designation for coursework, students must withdraw on or before the "Last day to withdrawal from classes," published in the Academic Calendar, located in the current edition of this bulletin and on the University's website: [www.lasalle.edu](http://www.lasalle.edu). After this date, grades will be assigned that reflect the result of entire semester's attendance and performance in the coursework.

**The date of filing the Withdrawal from the University form is considered as the date of withdrawal from the class(es) and the University.**

2. Meet with an assistant dean in their Dean's Office.
3. Contact the Financial Aid and Bursar's Offices to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.
4. Resident Students: Contact the Housing Services Coordinator.

**Ceasing to attend classes does not constitute a withdrawal from the University;** students must officially withdraw by filling out the *Withdrawal from the University* form in their Dean's Office (Non-Nursing evening with their academic advisor in the Office of Continuing Studies). Ceasing to attend without officially withdrawing will result in the student receiving grades for all coursework, possibly failing grades. A "W" designation will only be assigned to coursework upon official withdrawal from the University.

*Students should also consult with their Financial Aid Counselor and/or Veteran's Benefits Coordinator to understand how this change in their enrollment status may affect their future aid. Additionally, International Students should contact one of the International Education Associates at the Multicultural and International Center.*

La Salle University does not grant students a leave of absence after the official beginning of classes. Students who wish to leave the University, temporarily, during a semester must file a request for withdrawal through their Dean as indicated in the section above.

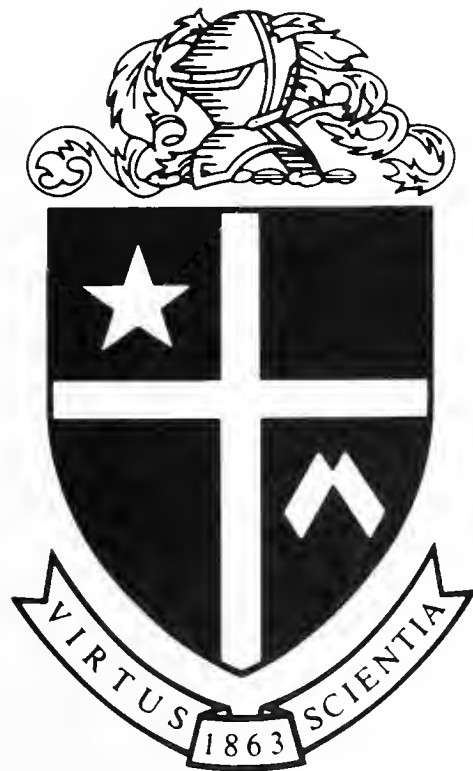
## TRANSCRIPTS

Students may apply at the Registrar's Office for a transcript of their collegiate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

Students requesting transcripts for their own use are given copies marked "student copy." A fee of \$5 is charged for an official transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.

# Arts and Sciences

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The School of Arts and Sciences offers general or liberal arts programs and programs in science and mathematics. Within these two areas you may further specialize in a major field of study. In the liberal arts, the Bachelor of Arts degree is offered in American studies, art history, the classics, communication, criminal justice, economics, education, English, French, German, history, Italian, philosophy, political science, religion, Russian, sociology, and Spanish. Concentration in the science area may lead to a B.A. degree in biochemistry, biology, chemistry, computer science, digital arts and multimedia design (DArt), environmental science, geology, mathematics, or psychology; or a B.S. degree in computer science, information technology, or integrated science, business, and technology.

The School also offers programs designed as preparation for health professions, law, public administration, teaching, social work, and work in criminal justice. The Bachelor of Social Work degree is conferred upon social work graduates.

## PREPARATION FOR THE HEALTH PROFESSIONS

Students preparing for careers in the health professions (medicine, dentistry, veterinary medicine, podiatric medicine, optometry) traditionally major in biology or chemistry. However, students may elect to major in any program provided they schedule the required science and mathematics courses to support their applications. The courses specified by the Association of American Medical Colleges for Medical School applicants are generally applicable as minimal requirements for most of the health professional schools. They are:

General Chemistry	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours
Biology	8 semester hours
Mathematics(to Calculus)	0-6 semester hours

Most professional schools will accept these as minimal preparation, but may recommend additional courses. Students should be alert to the fact that professional schools are interested in demonstration of aptitude in science and mathematics, and the courses taken must be those normally rostered by majors in these areas, not courses offered for non-major election.

In the normal application process to health professional schools, the applicant's full undergraduate record is scrutinized. The strong liberal arts component in the La Salle curriculum will provide evidence of broad interest and rounded academic development. Evidence of leadership and active interest in associated activities will lend strong additional support to applications. Volunteer work in the particular health profession is also necessary.

Normally the competition for placement in these programs results in high acceptance standards. Grade point averages ranging from 3.4- to 4.0 are representative of levels expected in these programs. Students are encouraged to consult with their health professions advisor concerning admissions criteria at various schools.

## PREPARATION FOR TEACHING

The teacher preparation program leads to eligibility for an Instructional I certificate to teach in either the elementary or secondary schools or to teach mentally and/or physically handicapped students in the elementary and secondary schools of Pennsylvania. The Pennsylvania Department of Education has granted program approval in the preparation of teachers of biology, chemistry, communication, earth and space science, elementary education, English, French, German, Italian, Latin, mathematics, Spanish, special education, and comprehensive social studies. Students who satisfactorily complete the University's requirements in these areas are recommended by the Education Department faculty for a teaching certificate. Those planning to teach outside of Pennsylvania should familiarize themselves with certification requirements elsewhere.

The Education Departmental Board, consisting of faculty members from the Education Department, one faculty representative for each of the subject areas of teacher preparation, and student representatives in the teacher preparation program, makes final intradepartmental decisions on planning, conducting, and evaluating the teacher preparation program. The University's Career Services Center aids graduates in obtaining positions.

For details on specific requirements in each area of certification, please see the director of the appropriate program (elementary and special education, or secondary education).

## PREPARATION FOR LAW

Law schools do not prescribe particular curricula for admissions. La Salle University, therefore, approaches the preparation for law on an individualized basis, tailoring the program of each student to individual needs and desires. Thus, students may major in English, political science, history, sociology, business, etc., as preparation for law. In addition, La Salle offers a number of courses of particular interest to students interested in pursuing law careers which may be taken as electives.

The Pre-Law Program offers the student a coordinated approach to course selection, preparation for the Law School Admission Test (LSAT), and both academic and admissions counseling. In addition, it provides many programs and panel discussions through the St. Thomas More Pre-Law Society. The Coordinator of Pre-Law Programs gathers, collects and disseminates to students appropriate information concerning legal education and the legal profession and informs students of special opportunities throughout the academic year. Pre-law advisors are available to guide students on an individualized basis with emphasis on particular needs.

## PREPARATION FOR CRIMINAL JUSTICE PROFESSIONS

Students preparing for careers in criminal justice professions pursue a curriculum which combines liberal arts with intensive coursework in the behavioral and social sciences and specialized courses in criminal justice. A major in criminal justice qualifies the student for admission to graduate programs in criminal justice and prepares the student for entry-level positions in law enforcement, judicial administration, probation, parole, and cor-

rectional administration.

## PREPARATION FOR SOCIAL WORK

The mission of the Social Work Program is to prepare competent generalist social workers for practice in the urban community. Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings.

The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts, and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (BSW), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study. Many MSW (Master in Social Work) programs offer advanced standing to qualified BSW graduates, which reduces the time required to obtain the MSW from two years to one year.

## THE CORE CURRICULUM

Offering sustained study in a broad range of disciplines, the core curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings towards humane reforms.

The core curriculum clusters requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First Year Odyssey," and "Understanding at Home and Abroad."

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in Writing, Public Speaking, Mathematics, and Computer Science.

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments which shape the world in which we live. The "Frameworks of Scientific Understanding" category includes courses in Economics, Political Science, Psychology, Sociology, Biology, Chemistry, Geology, and Physics.

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (Religion, Philosophy, Literature, History, Fine Arts and Foreign Languages) will enable students to develop these capacities.

"The First Year Odyssey" refers to the one credit program which introduces students to La Salle University and the city of Philadelphia through activities such as field trips and campus wide programs. Students participate in the First Year Odyssey as part of designated courses or in special First Year Odyssey sections.

"Understanding at Home and Abroad" refers to fostering the Christian Brothers' ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a "house" (🏠 Understanding at Home) and one course designated by the symbol of a "plane" (✈️ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of such projects.

## THE DOUBLES PROGRAM

A major feature of the Core is the Doubles program. All students will be required to enroll in a "Double" during the freshman year. Doubles are thematically linked core courses in different disciplines. In the Doubles program students will explore some or all of the topics in these courses under the guidance of two professors. A sense of academic and social community forms more readily in Doubles courses than in traditional courses because students take both courses with the same small group of students.

## CORE COURSES

All courses in the core may be counted towards any minor or major barring exclusions by the academic departments sponsoring the minor or major. To complete the core requirements, most Arts and Sciences majors must complete a maximum of 19 courses, School of Business Administration majors, a maximum of 16 courses, and School of Nursing majors, a maximum of 15 courses.

## POWERS COURSES

- English 107  
(may be waived by the English Department)
- English 108
- Mathematics 150
- Communication 150 or Business 150
- Computer Science 151 or 152  
(may be waived through an exemption exam)

## FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (1 course from the following disciplines)

- Biology
- Chemistry
- Geology
- Physics



Social Sciences (2 courses, 1 from each area)

- Economics or Political Science
- Psychology or Sociology

### PATTERNS OF MEANING COURSES

(2 courses in each of 5 areas, followed by a third course in one of the 5 areas - for Arts and Sciences majors)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.



IT IS THE MARK OF AN  
EDUCATED MIND TO BE ABLE  
TO ENTERTAIN A THOUGHT  
WITHOUT ACCEPTING IT.

ARISTOTLE

## MODEL ROSTER — ARTS & SCIENCES

### FRESHMAN YEAR

#### Fall

Core Writing  
Core Computer Science or  
Communication  
Core Religion or Philosophy  
Major Course  
Major Course or  
Core Elective\*

#### Spring

Core Writing  
Core Communication  
or Computer Science  
Core Religion or Philosophy  
Major Course  
Major Course or  
Core Elective\*

### SOPHOMORE YEAR

#### Fall

Core Math or Science  
Major Course  
Major Course or Core  
Core Course  
Core Course

#### Spring

Core Math or Science  
Major Course  
Major Course or Core  
Core Course  
Core Course

### JUNIOR YEAR

#### Fall

Major Course  
Major Course or Core  
Core Course  
Core or Elective\*  
Elective\*

#### Spring

Major Course  
Major Course or Core  
Core Course  
Core or Elective\*  
Elective\*

### SENIOR YEAR

#### Fall

Major Course  
Major Course  
Major or Elective\*  
Elective\*  
Elective\*

#### Spring

Major Course  
Major Course  
Major or Elective\*  
Elective\*  
Elective\*

\*Elective courses in the Freshman and Sophomore years should be used to complete the Core. Elective courses in the Junior and Senior years should be used to complete dual majors, minors, or for personal enrichment.



# BACHELOR OF ARTS OR SCIENCE CURRICULUM PROGRESS CHART\*

## I. Powers

- A. Writing I<sup>1</sup> \_\_\_\_\_
- B. Writing II \_\_\_\_\_
- C. Numbers \_\_\_\_\_
- D. Speech \_\_\_\_\_
- E. Information Technology<sup>2</sup> \_\_\_\_\_

<sup>1</sup>May be waived by decision of the University before you begin coursework.

<sup>2</sup>May be waived by Challenge Examination before you begin coursework.

## II. Frameworks of Scientific Understanding

- A. Natural Science \_\_\_\_\_
- B. Social Science
1. Economics or Political Science \_\_\_\_\_
2. Psychology or Sociology \_\_\_\_\_

## III. Patterns of Meaning

- A. Religion
1. \_\_\_\_\_
2. \_\_\_\_\_
- B. Philosophy
1. \_\_\_\_\_
2. \_\_\_\_\_
- C. Literature<sup>3</sup>
1. \_\_\_\_\_
2. \_\_\_\_\_
- D. History
1. \_\_\_\_\_
2. \_\_\_\_\_
- E. Fine Arts
1. \_\_\_\_\_
2. \_\_\_\_\_

### OR

- Foreign Language
1. \_\_\_\_\_
2. \_\_\_\_\_

Concentration Option \_\_\_\_\_

Students will select an approved third course in one of the Patterns areas.

<sup>3</sup>May be in English Literature or in Foreign Literatures in English Translation.

## Major Requirements

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## Electives


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_


**\*This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic advisor for proper selection of courses.**


**KEY**

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

 identifies courses that have been designated as writing intensive.

 identifies courses that have been designated as "Understanding at Home."

 identifies courses that have been designated as "Understanding at Home."

## American Studies

**FACULTY**

Francis J. Ryan, Ed.D., Director

Faculty:

Professors: Millard, Ryan

Associate Professor: Leibiger

Assistant Professor: Musser

American Studies is an interdisciplinary program that examines American life and culture through the content and methodologies of multiple academic disciplines. Within this interdisciplinary context, students will understand that American civilization is a rich tapestry of numerous cultures marked by, among other features, an intersection of race, ethnicity, gender, and class. These many cultures ideally participate in a larger tradition that is guided by the principles of equality, freedom, and democracy and that is embedded in the myths, rituals, and symbols which undergird and animate American beliefs, values, institutions, and public forms of expression. These principles and traditions are reflected in varying degrees in American history, literature, religion, fine arts, film, social science, and philosophy. Students will examine the American experience as depicted in these disciplines and as presented in three interdisciplinary courses that are designed to foster interdisciplinary perspectives and related modes of analysis.

**REQUIREMENTS**

Required for Major in American Studies: 15 courses; Dual Majors: 10 courses.

Three integrating courses:

- AMST 100: Introduction to American Studies
- AMST 300: Themes and Topics in American Culture
- AMST 400: Capstone Seminar in American Studies

Three courses in American topics that may meet "Patterns" requirements:

- One American history course
- One American literature course
- One American art or American music course. The choice of art or music must follow the choice of gateway course to count for the Core.

Five controlled electives:

- One reflecting American culture in the social sciences.
- One in American religion.
- One in American philosophy.
- One in either American art or American music.
- One in American film.

Four elective courses:

- Four electives chosen from any University course focusing on American culture, at least three of which must be at the 300-400 level.

Required for the Minor in American Studies: 6 courses.

- AMST 100: Introduction to American Studies
- AMST 300: Themes and Topics in American Culture
- American history
- American literature
- AMST elective
- AMST elective

**COURSE DESCRIPTIONS****AMST 100 (F, S)**

INTRODUCTION TO AMERICAN STUDIES

3 credits

This course introduces students to interdisciplinary modes of analyzing the American experience. Core readings across disciplines (including those on

urbanization, Philadelphia, and the cultural legacy of Charles Willson Peale) will be supplemented by instruction and practice in various research strategies including oral history, use of AMST-related data bases, and critical deconstruction of primary sources, both print and non-print, focusing especially on the intersection of race, ethnicity, class, and gender. A culminating project will require students to select one decade from American culture and to examine the prevailing and competing beliefs and values depicted in both formal and popular culture. Open to non-majors; no prerequisites.

**AMST 300 (F, S)**

THEMES AND TOPICS IN AMERICAN CULTURE

3 credits

This course will focus on one American theme or topic (e.g. "The Family in American Culture," "The City in American Life") and examine it from the perspectives of multiple academic disciplines. The course will build on and refine the analytic skills presented in AMST 100 and it will provide opportunities for students to draw on, integrate, and synthesize content from the AMST core discipline courses, as well as from AMST controlled electives. Open to non-majors; no prerequisites. (May be repeated for credit as topic varies)

**AMST 400 (F, S)**

CAPSTONE SEMINAR IN AMERICAN STUDIES

3 credits

This seminar is limited to 15 students. Each student will select and research a single topic from American culture in an interdisciplinary context resulting in an extended research paper, a project, or a video production. The seminar will also include core readings as well as refinements of those research skills relevant to the culminating project.

**AMERICAN STUDIES CORE COURSES:**

- Communication 324  
Film History
- Economics 340  
American Economic History
- Economics 351  
Environmental Economics
- Economics 455  
Public Finance
- English 345

Studies in American Literature to 1900\*

- English 346  
Studies in American Literature: 1900-1950\*
- English 347  
Studies in American Literature since 1950\*
- Art 211  
American Architecture\*
- Art 320  
Art After 1945\*
- Music 110  
Jazz\*
- Music 203  
America's Music\*
- Music 214  
America's Popular Music\*
- History 300  
The United States to 1877\*
- History 305  
The United States from 1877 to the Present\*
- History 324  
History of Philadelphia\*
- History 329  
The American Woman\*
- History 331  
America's Military Past\*
- History 333: The American Immigrant\*
- History 337  
The Black Experience in America\*
- History 342  
History of Westward Movement\*
- History 347  
Presidential Politics: Roosevelt to Reagan\*
- History 402  
The American Revolution\*
- History 413  
Jeffersonian-Jacksonian Democracy\*
- History 415  
The Civil War\*
- History 429  
The Emergence of Modern America, 1877-1913\*
- Philosophy 303  
American Philosophy
- Political Science 215  
Public Administration
- Political Science 301  
State and Local Government
- Political Science 302  
American Constitutional Law I

- Political Science 303  
American Constitutional Law II
- Political Science 304  
Congress and the Legislative Process
- Political Science 305  
The President and the Executive Branch
- Political Science 310  
Political Parties Elections
- Political Science 311  
Women in Politics
- Political Science 314  
Media and Politics
- Political Science 363  
The American Political Tradition
- Religion 244  
Religion in America
- Religion 345  
Religion in Philadelphia
- Sociology 260  
Sex, Power, and Socialization
- Sociology 262  
Dynamics of Diversity
- Sociology 308  
Class, Status, and Power
- Sociology 309  
Health, Healing, and Health Care
- Sociology 312: Social Change and Social Movements

\*May meet Concentration Option in "Patterns of Meaning" in University Core

## ART HISTORY

(See Fine Arts.)

## ASIAN STUDIES MINOR

Directed by: Charles Desnoyers, Ph.D.,  
History Department

### REQUIREMENTS

Asian Studies minors must take six courses, including a two-course sequence of an Asian language.

#### ECONOMICS

- ECN 330
- Senior Seminar: Economics of the Pacific Rim

### FINE ARTS

- ART 207
- ART 208

### FOREIGN LANGUAGES

- JPN 101-102
- JPN 150
- JPN 260

(Please Note: In order to fulfill the language requirement, students must take either 101-102, 101-260, 102-260, or 150-260.)

### HISTORY

- HIS 346
- HIS 350
- HIS 351
- HIS 352
- HIS 353
- HIS 370-371\*
- HIS 447
- Seminar in Modern Chinese History

\*For Asian Special Topics only

### HONORS

- HON 245
- HON 443
- HON 458

(Please Note: Students taking 245, 443, 458 must obtain permission from the Honors Director.)

### LITERATURE (in translation)

- LIT 270

### MANAGEMENT

- MGT 371

### RELIGION

- REL 231
- REL 232

### BILINGUAL/BICULTURAL STUDIES

- Vietnamese 531
- Khmer 541

(Please Note: 531 and 541 require the permission of the Director of Bilingual/Bicultural Studies.)

## BIOLOGY

### FACULTY

Norbert F. Belzer, Ph.D., Chair

Professor: McPhillips

Associate Professors: Ballough, Belzer, Mickle, O'Connor, Seitchik

Assistant Professor: Samulewicz

### FRAMEWORKS COURSES

BIO 157, 158

### REQUIREMENTS

Required for Major in Biology:

- BIO 210, 220, 230, 412, and 418 and additional biology courses to total a minimum of 33 credit hours.
- **BIO 210 is a prerequisite for all higher courses. BIO 210, 220 and 230 form a "core."** These courses are taken in this order and must be successfully completed before registering for higher level courses. College chemistry is a prerequisite for 300/400 level BIO courses.
- CHM 111-112, 201-202
- PHY 105-106
- MTH 120
- COMPLETED PORTFOLIO

(Please note: 100-level biology courses do not fulfill biology major requirements; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Minor in Biology:

- BIO 210, 220, 230
- 3 additional courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level biology courses do not fulfill biology minor requirements. BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Life Science Minor:

- CHM 111 or 161
- BIO 210
- 4 additional biology courses

from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

Required for Major in Secondary Education/Biology

- MTH 120
- PHY 105-106
- CHM 111-112 and 201-202
- BIO 210, 220, 230
- A minimum of 4 additional BIO courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level biology courses do not fulfill BIO requirements.)

Non-biology majors planning to roster 200/300/400-level BIO courses must secure the permission of the Biology Department Chairperson.

A Biology Concentration in Environmental Science is available. See page 50 for requirements.

### COURSE DESCRIPTIONS

#### BIO 157 (F,S)

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH

3 credits / Frameworks

A foundation biology course for non-majors that places an emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues and establish a relevance to students' lives. Topics will include: human influence on patterns and products of change in living systems, energy matter and organization and human interaction and interdependence with other living systems.

#### BIO 158 (F,S)

LIFE SCIENCE: A HUMAN APPROACH

3 credits / Frameworks

A foundation biology course for non-majors that places an emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sci-

ences, provide opportunity for in-depth exploration of life and establish a relevance to students' lives. Topics will include: maintaining dynamic equilibrium in humans, human reproduction and inheritance, human growth and differentiation.

#### BIO 180 (F)

INTRODUCTION TO BIOLOGY

3 credits / Frameworks

A course designed to familiarize students with some basic concepts in biology and chemistry. The course uses a combination of lecture, laboratory, problem-solving and critical thinking techniques. Permission of the Biology Department Chairperson required.

#### BIO 161-162

ANATOMY AND PHYSIOLOGY

4-8 credits

A basic course in the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours lecture, two hours laboratory; two terms. BIO 161 is a prerequisite for BIO 162.

#### BIO 163 (F,S)

CLINICAL MICROBIOLOGY

4 credits

Structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

#### BIO 210 (F,S)

CELLULAR BIOLOGY AND GENETICS

4 credits

An introduction to the principles of cellular and molecular biology and genetics. Topics include basic biochemistry, cell structure and function, cellular reproduction, molecular and classical genetics. Three hours lecture, two hours laboratory. Prerequisite: high school or college chemistry.

#### BIO 220 (F,S)

STRUCTURE AND FUNCTION OF ORGANISMS

4 credits

An introduction to the principles of plant and animal form and function. Emphasis will be placed on the correlation of structure and function of the major organ systems of plants and ani-

mals. Laboratory sessions will focus on physiological phenomena. Three hours lecture, two hours laboratory.

### **BIO 230 (F, S)**

#### DIVERSITY, EVOLUTION AND ECOLOGY

4 credits

An integrated study of evolutionary principles and mechanisms, the diversity of life, ecosystem structure and dynamics, human interaction with ecosystem components, and the biological basis of behavior. Three hours lecture, two hours laboratory.

### **BIO 301 (F)**

#### COMPARATIVE VERTEBRATE ANATOMY

4 credits

Comparative systemic anatomy of the vertebrate classes; hypotheses of origin and radiation of the phylum Chordata. Laboratory dissections of representative Chordates from amphioxus to mammal. Two hours lecture, four hours laboratory.

### **BIO 303 (F, S)**

#### MICROBIOLOGY

3 credits

Structure, growth, identification, and control of microorganisms of major medical, environmental, and industrial importance; molecular control and genetics of bacteria and viruses; immunology; microbial pathogenesis; epidemiology of infectious diseases of humans. Two hours lecture, two hours laboratory.

### **BIO 305 (F)**

#### GENERAL PHYSIOLOGY

3 credits

A lecture-laboratory course that examines the metabolic processes and associated physiochemical phenomena of vertebrates. Current hypotheses of neural, endocrine, respiratory, cardiovascular and digestive physiology will be studied. Two hours lecture, two hours laboratory.

### **BIO 306 (S)**

#### NEUROBIOLOGY

3 credits

A lecture-laboratory study of the nervous system including principles of membrane biophysics, cellular neurophysiology, systems neurophysiology and neuroanatomy. Two hours lecture, two hours laboratory.

### **BIO 308**

#### METHODS IN BIOLOGICAL RESEARCH

3 credits

A laboratory course designed to give hands-on experience in proper use of laboratory equipment, care of laboratory animals, common histological and cytological techniques, tissue culture, use of radioisotopes in research and experimental design; for students interested in a research career. One hour lecture, four hours laboratory. Permission of Chair required.

### **BIO 310 (S)**

#### GENETICS

3 credits

An introduction to genetics at the molecular, cytological and organismal level. Included are the thorough coverage of Mendelian and other basic transmission genetics phenomena in the light of our knowledge of DNA and cell structure and function; Mutation and Mutagenesis; and an introduction to Recombinant DNA. Two hours lecture, two hours laboratory.

### **BIO 312**

#### RADIOBIOLOGY

3 credits

Theory of the production, detection, and measurement of ionizing radiations; use of ionizing radiations in research and medicine; effect of ionizing radiations on life forms. Two hours lecture, two hours laboratory.

### **BIO 314 (S)**

#### BIOMETRICS

3 credits

Analysis of experiments and research data in quantitative biology. Descriptive and inferential statistics, including: probability distributions, analysis of variance, regression and correlation. Three hours lecture.

### **BIO 315**

#### PLANT PHYSIOLOGY

3 credits

Metabolic and physical processes of plants. Emphasis on photosynthesis, photorespiration, mineral nutrition, transpiration, phloem transport, intermediary metabolism, and hormonal activity. Two hours lecture, two hours laboratory.

### **BIO 316**

#### PLANT ANATOMY

3 credits

Structure of plant tissues and organs, particularly those of higher vascular plants.

Emphasis on vegetative organs, but reproductive organs are discussed. Structure correlated with function and/or habitat. Two hours lecture, two hours laboratory.

### **BIO 317**

#### INVERTEBRATE ZOOLOGY

4 credits

Life processes, phylogenetic advances, and basic classification of the major prechordate phyla with emphasis on their evolution and ecology. Three hours lecture, two hours laboratory.

### **BIO 318**

#### EVOLUTION

3 credits

A presentation and analysis of the evidence for the evolution of life. Major topics include the origin of life and cellular organelles as well as the development of the diversity of life present today. Heavy emphasis on the ideas of Charles Darwin as expanded and modified by evidence from modern population genetics, cytogenetics and molecular biology. Three hours lecture.

### **BIO 319**

#### THE PLANT KINGDOM

4 credits

Functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Three hours lecture, two hours laboratory.

### **BIO 400**

#### MARINE BIOLOGY

3 credits

A contemporary view of the dynamics establishing community structure in pelagic, estuarine, mangrove tidepool, coral reef, hydrothermal vent, and intertidal ecosystems. Structural, functional, behavioral, and adaptive modifications of marine organisms will be examined. Three hours lecture; field trip(s) typically included.

### **BIO 401**

#### TAXONOMY OF THE SEED PLANTS

3 credits

A survey of seed forming plants with emphasis on flowering plants. Lectures emphasize the principles of identification, classification, systematics as well as economic importance of selected families of seed plants. Two hours lecture, two hours laboratory.

**BIO 402 (F)**  
CELL BIOLOGY

3 credits

Physical properties, chemical structure, and metabolism of simple and specialized cells; recent advances in the techniques of cell culture and investigation. Two hours lecture, two hours laboratory.

**BIO 403**  
PRINCIPLES OF ECOLOGY

3 credits

Basic concepts of ecology and a broad introduction to overall biosphere functioning. Major topics include energy flows; nutrient cycles; environmental conditions and their importance; Plants and animals at the individual, population and community level; and the overall functioning and development of the major terrestrial and aquatic ecosystems. Three hours lecture.

**BIO 404 (F)**  
FIELD ECOLOGY

3 credits

Field and laboratory projects/research at La Salle's Penllyn Biostation and other sites. Prerequisite: Six hours laboratory and field work.

**BIO 405 (S)**  
HISTOLOGY

4 credits

An examination of the minute and ultra structure of mammalian primary tissues together with their functional relationships in the formation of major organ systems; histological basis of function is stressed. Three hours lecture, three hours laboratory.

**BIO 406 (S)**  
DEVELOPMENTAL BIOLOGY

3 credits

The molecular and genetic analysis of development and differentiation. Some descriptive morphogenesis is considered. Two hours lecture, two hours lab.

**BIO 412 (F,S)**  
BIOCHEMISTRY

4 credits

The course demonstrates the principles of basic biochemistry while focusing on the interrelationships between those biochemical pathways which provide energy and those which provide the basic molecular species for synthesis. Topics include bioenergetics, low molecular weight biosynthesis, enzyme function and kinetics, metabolic control. Three hours lecture, three hours laboratory. Prerequisite:

sites: CHM 201 and 202.

**BIO 418 (F,S)**  
MOLECULAR BIOLOGY

3 credits

A survey course that will examine the basic concepts of molecular biology. Topics include mechanisms and regulation of DNA replication, transcription and translation, recombinant DNA technology, molecular aspects of gene interaction and recombination, cellular transformation, and the molecular biology of the nervous and immune systems. Three hours lecture (taken alone or concurrently with BIO 419). Prerequisite: BIO 412.

**BIO 419 (S)**  
MOLECULAR BIOLOGY LABORATORY

1 credit

This course focuses on exercises that emphasize the basic techniques currently utilized in molecular biology. Students will isolate, clone, and characterize a bacterial gene. Laboratory techniques will include gel electrophoresis, restriction endonuclease digestion analysis, nucleic acid purification and identification, genetic recombination, molecular cloning, recombinant selection, and ELISA. Three hours laboratory. Corequisite or prerequisite: BIO 418.

**BIO 460 (F,S, Summer)**  
COOPERATIVE EDUCATION/  
INTERNSHIP

3 credits

Normally full-time, paid employment at a cooperating institution/company to provide on-the-job training (part-time positions may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services - before registering or for further information.

**BIO 470 (F,S)**  
SPECIAL TOPICS IN BIOLOGY

3 credits

Periodically, a course will be offered that deals in detail with a topic of interest in current biological research. Students may be asked to write library research paper(s) and present a seminar.

**BIO 480-481 (F,S)**  
BIOLOGICAL RESEARCH

3 credits

For election by qualified students contemplating advanced studies. Intended to provide actual research experience under

staff supervision. Permission of Chair required. Hours to be arranged.

**CATHOLIC STUDIES  
MINOR**

Coordinated by:

Joseph Dougherty, F.S.C, Religion Department

**REQUIREMENTS**

Catholic Studies minors must take a minimum of six courses - no more than two may be at the introductory (100) level; at least two must be at the advanced level (300 or 400) level; the rest may be at the intermediate (200) level.

At least one course must be chosen from among the listings in each of the religion and philosophy departments. Two other courses must be chosen from two other, separate disciplines, such as political science and art.

The final requirement is enrollment in the Capstone Course. This independent study under the guidance of one member of the faculty may be research, a report on experience, or artistic work, and it may be a significant enhancement to an extant course. Students and their faculty mentors will meet occasionally throughout the semester. This course earns three credits.

Usual courses for this minor include the following; others may be added in consultation with the coordinator:

**ART**

- ART 151
- ART 201
- ART 202
- ART 311
- ART 312

**HISTORY**

- HIS 338
- HIS 339

**PHILOSOPHY**

- PHL 267

**POLITICAL SCIENCE**

- POL 260

**RELIGION**

- REL 150
- REL 214
- REL 220
- REL 223

- REL 224
- REL 225
- REL 226
- REL 250
- REL 251
- REL 353

## CENTRAL AND EASTERN EUROPEAN STUDIES MINOR

Directed by:  
Bernhardt Blumenthal, Ph.D., Foreign  
Languages and Literatures Department

### REQUIREMENTS

Component I  
Foreign Language Competency

A student may demonstrate this competency and fulfill the requirements through one of the following:

- Fulfillment of the University's core option in either German or Russian. (This student is required to roster four field courses.)
- Participation in the German or Russian major programs. (This student is required to roster six field courses.)
- Native fluency in a Central or Eastern European language (This student is required to roster six field courses.)

Component II  
Field Information

To complete the minor, a student must select the appropriate number of courses (two of which must be at the 300 or 400 level) from the following list:

- ECN 331, 333
- GER 311-312, 320, 321
- HIS 343, 345, 348, 452
- POL 240, 322, 341
- RUS 401, 402
- SLA 320
- LIT 150, 250
- Special Topics (as approved by the Director)

## CHEMISTRY/ BIOCHEMISTRY

### FACULTY

David Cichowicz, Ph.D., Chair  
Professors: Cichowicz, Jones, Shalhoub,  
Straub  
Associate Professor: Price

### FRAMEWORKS COURSES

CHM 150, 152

### REQUIREMENTS

Required for Major in Chemistry:

- CHM 111-112, 201-202, 212, 301-302, 311, 320, 403, 411
- MTH 120, 221 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
- PHY 105-106

Required for Major in Biochemistry:

- Requirements are identical to those for chemistry major, with the substitution of CHM 412 for CHM 320.

The department suggests that all majors have at least 400 hours of lecture and 500 hours of laboratory work, CSC 152, a second computer-based course, and/or a reading knowledge of a foreign language. Advanced work in chemistry and research experience are recommended. This additional work may qualify a major for accreditation by the American Chemical Society. The chemistry program is accredited by the American Chemical Society.

A Chemistry Concentration in Environmental Science is available. See page 52 for requirements.

### COURSE DESCRIPTIONS

#### CHM 111 (F) - 112 (S)

GENERAL CHEMISTRY

4-8 credits

A general course based on physical principles; emphasis on elementary thermodynamics with applications to gases, solutions, heats of reaction, electrochemistry, ionic and non-ionic equilibria. Concepts of elementary quantum mechanics applied to spectral concepts and the theory of the chemical bond. Reaction kinetics applied to reaction mechanisms. Descrip-

tive chemistry of the representative elements and transition metal complexes. Laboratory examines qualitative and quantitative aspects of chemistry. Prerequisite: CHM 111 for CHM 112. Three hours lecture, three hours laboratory.

#### CHM 150 (F,S)

CONSUMER CHEMISTRY

4 credits / Frameworks

A non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, or synthetic materials. No prior knowledge of chemistry required. Four hours lecture/laboratory sessions.

#### CHM 152 (F,S)

INTRODUCTORY FORENSIC SCIENCE

4 Credits/Frameworks

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed and evaluated. Of necessity, the course will be numerical in nature, but not math intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics and other fields and will employ hands-on learning activities and laboratories, group work and the traditional lecture format to convey the course material. Three 90 minute lecture/laboratory sessions.

#### CHM 161 (F)

CHEMISTRY OF THE LIFE SCIENCES

4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Prerequisite: High School Algebra. Three hours lecture, three hours laboratory.

#### CHM 201 (F) - 202 (S)

ORGANIC CHEMISTRY

4-8 credits

Chemistry of carbon compounds with emphasis on structure, stereochemistry, synthesis and reaction mechanisms. Application in allied fields. Laboratory introduces techniques involved in organic synthesis, analysis, and study of reaction mechanisms. Intended for majors in chemistry, biology, and all students pursuing careers in the health professions. Prerequisites: CHM 111-112, CHM 201

for CHM 202. Three hours lecture, three hours laboratory.

### **CHM 212 (S)**

#### QUANTITATIVE ANALYSIS

4 credits

Neutralization, oxidation-reduction, chemical equilibria, colorimetry, and the methods of quantitative chemical analysis. Thorough training in volumetric, gravimetric, and colorimetric techniques. Prerequisite: CHM 112. Three hours lecture, three hours laboratory.

### **CHM 301 (F)**

#### PHYSICAL CHEMISTRY I

4 credits

Quantum mechanics applied to the solution of elementary systems. Discussion of atomic and molecular structure, chemical bonding, spectroscopy, laser chemistry, and photochemistry. Prerequisites: CHM 111-112, MTH 221, PHY 105-106. Three hours lecture, three hours laboratory.

### **CHM 302 (S)**

#### PHYSICAL CHEMISTRY II

4 credits

Elucidation of the principles of thermodynamics and kinetics as applied to gases, liquids, solids, and solutions. Discussion of chemical equilibrium and thermochemistry. Prerequisites: CHM 301. Three hours lecture, three hours laboratory.

### **CHM 306 (S)**

#### QUANTUM CHEMISTRY

3 credits

Chemical applications of group theory and quantum mechanics applied to molecular structure. Discussion of spectroscopic selection rules, symmetry and chemical bonding, and the spectroscopy of transition metal complexes. Prerequisite: CHM 301 or permission of the instructor. Three hours lecture.

### **CHM 311 (F)**

#### INSTRUMENTAL ANALYSIS

4 credits

Theory and practice of physical measuring instruments with particular attention to modern trends in analytical chemistry. Prerequisite: CHM 212 or permission of the instructor. Co-requisite: 301. Three hours lecture, three hours laboratory.

### **CHM 320 (S)**

#### ORGANIC LABORATORY METHODS

4 credits

A course in current methods of organic synthesis with emphasis on the separation and identification of reaction products. A one-hour lecture per week devoted to advanced spectral methods as applied to structure determination. Prerequisites: CHM 201-202. One hour lecture, six hours laboratory.

### **CHM 350, 450 (F, S, Summer)**

#### COOPERATIVE EDUCATION

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information.

### **CHM 403 (F)**

#### ADVANCED INORGANIC CHEMISTRY

4 credits

Theoretical aspects of chemical bonding, descriptive chemistry trends relative to the periodic table, molecular structure and symmetry of molecules, and general discussion of the transition metals, their complex ions, and their organometallic chemistry. Prerequisites: CHM 201-202, 301-302. Three hours lecture, three hours laboratory.

### **CHM 404 (S)**

#### ADVANCED ORGANIC TOPICS

3 credits

Designed to extend the knowledge of organic chemistry; emphasis on those topics not fully developed in the elementary course. An introduction to the literature of chemistry is also included. Prerequisites: CHM 201-202, 301. Three hours lecture.

### **CHM 411 (F)**

#### BIOCHEMISTRY I

4 credits

The chemistry of carbohydrates, fats, proteins, vitamins, enzymes, and hormones; emphasis on their roles in biochemical processes. Laboratory work illustrates common techniques used to prepare, identify, and assay biochemical materials. Prerequisites: CHM 201-202, 302. Three hours lecture, three hours laboratory.

### **CHM 412 (S)**

#### BIOCHEMISTRY II

4 credits

The storage, transmission and expression of genetic information, recombinant DNA methodology, and physiological processes at the molecular level will be explored. Laboratory work includes the isolation and analysis of plasmid DNA, creation of a new plasmid and transformation into bacterial cells. Prerequisite: CHM 411. Three hours lecture, three hours laboratory.

### **CHM 470 (F, S)**

#### SPECIAL TOPICS

3 credits

Courses in "Chemical Dynamics" and "Advanced Organic and Organometallic Chemistry" may be offered as Special Topics.

### **CHM 480 (F) and/or 481 (S)**

#### CHEMICAL RESEARCH

4-8 credits

Individual laboratory or theoretical work under supervision of a staff member. Restricted to chemistry and biochemistry majors. Hours to be arranged.



## COMMUNICATION

### FACULTY

Gerard F. Molyneux, F.S.C., Ph.D.,  
Chair

Professor: Molyneux

Associate Professors: Dainton,  
Goedkoop, Smith, Texter, Wine

Assistant Professors: Aylor, Hall, Kuszal,  
MacLeod, Oppliger, Waltrich, Zelley

Lecturers: Aisenstein, Allen, Asch, Beers,  
Bertucci, Bonnett, Bossow, DeMarco,  
Donohue, T. Ellis, Finn, Grabusky,  
Harrington, Herring, Karabastos, Lab-  
man, Lucca, Martino-Frank, Mullin,  
Reing, Shields, St. Peter, Swierczynski,  
Templeton, Valkov

### POWERS COURSE

COM 150

### REQUIREMENTS

Required for Major in

Communication: 15 courses

#### COMMUNICATION CORE:

(6 courses)

- COM 150, 201, 202, 203,  
204, 205.

#### TRACKS: (5-6 courses)

- Film Studies Track: COM  
303, 305, 324, 334, 403.
- Human Communication  
Track: COM 312, 317, 410,  
and two electives from COM  
318, 319, 320.
- Mass Communication Track:  
COM 301, 302 or 303, 304,  
305, 404.
- Public Relations Track:  
Required: COM 307, 312,  
317, 357, 407. One elective  
from: COM 206, 210, 337.
- Mass Media Writing Track:  
COM 206, 402, at least three  
from (at least one must be a  
COM course): COM 302,  
303, 319, 337, 357,  
ENG 303, 310, 409, 410.

ELECTIVES: (3 courses, except for  
Public Relations which has 2)

- Three Communication elec-  
tives, two of which must be  
from other Communication  
tracks. For Public Relations,  
both electives must be from  
other Communication tracks.

CAPSTONE COURSE:

- COM 400

### COURSE DESCRIPTIONS

## Communication Core

### COM 150 (254) (F, S)

PUBLIC SPEAKING

3 credits/Powers

Students develop skills in effective  
research, organization, presentation, and  
analysis of various types of speeches.

### COM 201 (F, S)

INTRODUCTION TO MASS MEDIA

3 credits

Investigation of newspapers, magazines,  
radio, television, and film as mass media.  
Influence of the medium on content.  
Internal and external efforts at regulation.

### COM 202 (F, S)

INTERPERSONAL COMMUNICATION

3 credits

This course is designed to create an  
awareness of the role of communication  
in interpersonal interactions. Students will  
be introduced to basic concepts and theo-  
ries associated with interpersonal commu-  
nication, and how those concepts and  
theories might apply in everyday commu-  
nication practices. The concepts discussed  
in this class can empower you to better  
understand who you are, develop more  
meaningful personal and professional rela-  
tionships, manage conflicts more effec-  
tively, and communicate effectively with  
individuals from other cultural groups.

### COM 203 (F, S)

COMMUNICATION TECHNOLOGIES

3 credits

This course will address the theory of  
audio, video, and computer media produc-  
tion. It will acquaint students with the  
planning and production practices involved  
in composing audio and video programs  
and computer-mediated graphics.

### COM 204 (F, S)

FILM AS ART

3 credits

A survey course which serves to introduce  
film both as an industry and an art form.  
Subject matter includes film techniques,  
styles, traditions, and genres; the rudi-  
ments of cinematography, editing, sound,  
script structure, acting, and directing; and  
the business and economics of film pro-  
duction, distribution, and exhibition.

The course will also focus on our critical  
evaluations of the work of a diverse but  
representative group of outstanding films  
and filmmakers.

### COM 205 (F, S)

COMMUNICATION AND  
RHETORICAL THEORY

3 credits

This course introduces students to inter-  
personal communication, mass communi-  
cation, and persuasion theories. The  
nature of – and differences between –  
social scientific and humanistic theories  
will be discussed. A focus will be the  
research methods used to develop and/or  
test communication theories. The course  
is geared towards Sophomore students  
with limited exposure to communication  
coursework. Prerequisite: COM 201 and  
202.

### AREAS OF CONCENTRATION

## Film Studies Track

### COM 303 (F, S)

SCRIPTWRITING

3 credits

Introduction to and application of  
scriptwriting techniques in formats  
appropriate for the media of radio,  
television, and film.

### COM 305 (F, S)

VIDEO PRODUCTION

3 credits

This course introduces students to fun-  
damental theories and practices of video  
production. Topics include remote and  
studio production, linear and non-linear  
editing, pre-production, and scripting.  
Students participate in the production  
of taped video projects. Prerequisite:  
COM 203.

### COM 324

FILM HISTORY

3 credits

This course will trace the history of the  
medium of American film, analyzing it  
chronologically, as well as genre by genre,  
from its inception at the turn of the last  
century through its place in society as we  
approach the next century. We will exam-  
ine it not only as a mirror of American  
society, but as a force for change within  
that society, providing information, edu-  
cation, entertainment, and a forum for  
the exchange of ideas for the American  
public. Prerequisite: COM 204 or per-



mission of the instructor.

### COM 334

#### CRITICAL APPROACHES TO FILM

3 credits

This course will examine the various historical and current approaches used in the understanding and criticism of film. Students will consider the relationship of film to reality and to representation. They will analyze film's underlying revelation of social attitudes and cultural ideologies, and the attempts of films to manipulate the beliefs and desires of the audience. Prerequisite: COM 204 or COM 324 or permission of the instructor.

### COM 403 (F, S)

#### FILM SEMINAR

3 credits

In-depth study of film as art and as cultural document. Topics vary and include: American Film Comedy, Films of Alfred Hitchcock, the New York Films: Woody Allen and Martin Scorsese, Film Noir, the Vietnam War Films, and others. Prerequisite: COM 204 or COM 324 or permission of the instructor.

## Human Communication Track

### COM 312 (F, S)

#### PERSUASION

3 credits

Examines persuasion from the perspective of the humanistic and social scientific traditions. It explores both theory and practice with the goal of enhancing the student's abilities as consumer and practitioner.

### COM 317 (F, S)

#### ORGANIZATIONAL COMMUNICATION

3 credits

This course examines how communication acts as the foundation of all organizations. It will examine major schools of thought about organizations and communication networks, functions, and practices. It will also explore significant issues in organizational settings such as decision-making and problem-solving, conflict, gender, and processes for organizational change.

### COM 318 (F)

#### COMMUNICATION AND GROUP PROCESS

3 credits

This course weaves theory of small group interaction with practice through partici-

pation in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task and social groups. Specific topics include: the nature of groups, the link between communication and group composition, the aims of groups, the influence processes in groups, and properties of group interaction.

### COM 319 (S)

#### ISSUES AND ARGUMENTS

3 credits

This course introduces students to the principles and practices of argumentation through the study of a variety of artifacts (e.g., speeches, editorials, books) focused on contemporary issues in society. The course enables students to be both better producers of arguments and more critical consumers of arguments. The course emphasizes both written and oral argument skills.

### COM 320 (S)

#### COMMUNICATION AND CULTURE

3 credits

The purpose of this course is to provide students with the theoretical tools necessary to understand the reciprocal link between communication and culture: how communication practices create, reflect, and maintain cultures, as well as how culture influences communication practices. Focus will be on intercultural, cross-cultural, and interethnic communication.

### COM 410 (F, S)

#### HUMAN COMMUNICATION SEMINAR

3 credits

Designed to expose students to theories of human communication in specific areas of research. Topics may include: Dark Side of Relationships, Political Communication, Sex Roles and Communication.

## Mass Communication Track

### COM 301 (F, S)

#### TELECOMMUNICATION ISSUES AND RESEARCH

3 credits

This course examines in detail the economic structures, institutional practices, regulatory policies, new technologies, and social impacts of the media. Students will gain a critical perspective on the media through analyzing current issues and influences facing telecommunications and familiarizing themselves with research

methods applied to the mass media. Prerequisite: COM 201.

### COM 302 (F, S)

#### BROADCAST NEWSWRITING

3 credits

Introduction to and application of newswriting for radio and television, including hard news features and documentary formats.

### COM 303 (F, S)

#### SCRIPTWRITING

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

### COM 304 (F, S)

#### AUDIO PRODUCTION

3 credits

This course introduces students to the fundamental theories and practices of audio production. Topics include: multi-track digital recording, sound imaging, and design, studio recording; linear and non-linear editing; writing for audio; dramatic, commercial and news production; effective use of the voice. Prerequisite: COM 203.

### COM 305 (F, S)

#### VIDEO PRODUCTION

3 credits

This course introduces students to fundamental theories and practices of video production. Topics include: remote and studio production, linear and non-linear editing, pre-production, and scripting. Students participate in the production of taped video projects. Prerequisite: COM 203.

### COM 404 (F, S)

#### MASS COMMUNICATION SEMINAR

3 credits

Designed as an advanced course in mass communication research, theory and issues. Topics include: communication law, mass communication effects, case studies in broadcasting, among others. Prerequisite: Junior standing and above, COM 301.

## Public Relations Track

### COM 206 (F, S)

#### FUNDAMENTALS OF JOURNALISM

3 credits

Reporting and interviewing techniques, newswriting, copy editing and headline

writing, the editorial, the feature story, newspaper makeup and design, libel, and the responsibility of the press. Two hours lecture, one hour of field assignment weekly.

### COM 210 (F, S)

#### CREATING MULTIMEDIA

3 credits

Students will learn the fundamental principles and techniques of planning, designing, and creating multimedia content (interactive and 3D graphics, animation, digital video) and how to integrate this content into Web publications. Standard multimedia formats such as Quick Time and MIDI, as well as evolving technology such as streaming audio and video, will be covered. Multimedia content development tools and Web authoring will be addressed, with emphasis on high performance Web payback. Students will specify, design, and develop Web-based projects.

### COM 307 (F, S)

#### PRINCIPLES OF PUBLIC RELATIONS

3 credits

This course provides a survey of the diverse and growing field of public relations. The course proceeds from a historic overview of the PR field to introduce students to the process of public relations management and some of the skills required of practitioners. In addition, the course investigates public relation practices in a variety of contexts and examines the role of public relations in society.

### COM 312 (F, S)

#### PERSUASION

3 credits

Examines persuasion from the perspective of the humanistic and social scientific traditions. It explores both theory and practice with the goal of enhancing the student's abilities as consumer and practitioner.

### COM 317 (F, S)

#### ORGANIZATIONAL COMMUNICATION

3 credits

This course examines how communication acts as the foundation of all organizations. It will examine major schools of thought about organizations and communication networks, functions, and practices. It will also explore significant issues in organizational settings such as decision-making and problem-solving, conflict, gender, and processes for organizational change.

### COM 337 (S)

#### ADVERTISING COPYWRITING

3 credits

This course provides experience with writing for advertising. Students will explore the theoretical and research basis for communication and will examine the role of both strategy and creativity in the development and implementation of communication campaigns. Students will write copy for print, broadcast, and other media.

### COM 357 (F, S)

#### PUBLIC RELATIONS WRITING

3 credits

Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles and practices of public relations writing. With an emphasis on the process of planning and pre-writing as the basis for successful writing efforts, students will learn how to produce press releases, backgrounders, brochures, newsletter articles, public service announcements, and a variety of other pieces.

### COM 407 (F, S)

#### PUBLIC RELATIONS SEMINAR

3 credits

This course uses a combination of case studies and service-learning to provide students with an in-depth study of public relations theory and practice. In addition to exploring a particular practice area in greater depth, students work with community organizations on public relations projects to apply what they have learned. Areas covered in a given semester may include, but are not limited to, public relations campaigns, community relations, public relations management, and public opinion research. Prerequisites: Junior standing and above, COM 307, 312, 357.

## Mass Media Writing Track

### COM 206 (F, S)

#### FUNDAMENTALS OF JOURNALISM

3 credits

Reporting and interviewing techniques, newswriting, copy editing and headline writing, the editorial, the feature story, newspaper makeup and design, libel, and the responsibility of the press. Two hours lecture, one hour of field assignment weekly.

### COM 302 (F, S)

#### BROADCAST NEWSWRITING

3 credits

Introduction to and application of newswriting for radio and television, including hard news features and documentary formats.

### COM 303 (F, S)

#### SCRIPTWRITING

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

### COM 319 (S)

#### ISSUES AND ARGUMENTS

3 credits

This course introduces students to the principles and practices of argumentation through the study of a variety of artifacts (e.g., speeches, editorials, books) focusing on contemporary issues in society. The course enables students to be both better producers of arguments and more critical consumers of arguments. The course emphasizes both written and oral argument skills.

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3 credits

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#### PUBLIC RELATIONS WRITING

3 credits

Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles of planning and pre-writing as the basis for successful writing efforts, students will learn how to produce press releases, backgrounders, brochures, newsletter articles, public service announcements, and a variety of other pieces.

### COM 402 (F, S)

#### MASS MEDIA WRITING SEMINAR

3 credits

This course is designed to afford students the opportunity to assimilate, master, and apply the basic principles of

writing to various disciplines and media. Rotating topics will include: magazine writing, investigative reporting, environmental writing, business journalism, sportswriting, and other ad hoc choices. Prerequisite: COM 206 or permission of instructor.

## Capstone Course

### COM 400 (F, S) COMMUNICATION ETHICS

3 credits  
This writing-intensive course provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice and other issues will be studied from the perspective of several subdisciplines of communication, including but not limited to, mass communication, public relations, and journalism. Prerequisite: Junior standing and above.

## Other Communication Courses: May be taken as University Free Electives

### COM 350, 450 (F, S, Summer) COOPERATIVE EDUCATION

3 credits  
Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: Junior or Senior standing.

### COM 461 (F, S) INTERNSHIP

3 credits  
Students may intern at advertising, public relations, publishing and broadcasting companies. Working approximately 15 hours a week under professional supervision, they learn how to apply their education to the everyday demands of these positions. Required: Junior or Senior standing, 2.75 grade point average, and recommendation of the Chair.

### COM 462 (F, S) INTERNSHIP

3 credits

Intern will work approximately 25-30 hours per week.

## COMPUTER SCIENCE

(See Mathematics and Computer Science.)

## CRIMINAL JUSTICE

(See Sociology, Social Work, and Criminal Justice.)

## DIGITAL ARTS AND MULTIMEDIA DESIGN

(See Mathematics and Computer Science.)

## ECONOMICS

### FACULTY

David L. George, Ph.D., Chair  
Professors: George, Mshomba, Robison  
Associate Professors: Grady, Paulin  
Assistant Professors: Cairo, Ratkus  
Lecturers: Baffoe-Bonnie, Grillone, Healy, Leo, Mallon, O'Brien, Wargo

### FRAMEWORKS COURSE ECN 150

### REQUIREMENTS

Required for Major in Economics:  
15 courses

- ECN 150, 201, 213, 214, 221, 222, 441, 481.
- 5 ECN electives
- MTH 114 or 120 (MTH 120, 221, 222, 240, 322 recommended in preparation for graduate school)
- One course in social sciences in addition to Frameworks of Understanding requirements

Required for Dual Major in Economics: 11 courses (this requirement applies whether ECN is listed first or second on a student's record)

- ECN 150, 201, 213, 214, 221, 222, 441, 481

- 2 ECN Electives for Economics-Business Dual Majors, these presumably are ECN 333 and BUS 206 (acceptable in lieu of ECN 321)]
- MTH 114 or 120

Required for Minor in Economics: 6 courses (QNT 213 is acceptable in lieu of ECN 213)

Students may elect up to nine credits in experiential learning courses. For example, a student may take two Internships and one Cooperative Education course, or one Internship and two Cooperative Education courses. For students electing multiple Internships or Cooperative Education courses, each job's description must be different from that of the others.

## COURSE DESCRIPTIONS

### ECN 150 (F, S) ✈ INTRODUCTORY MACROECONOMICS: THE U.S. IN THE GLOBAL ECONOMY I

3 credits/Frameworks  
After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the U.S. and other countries.

### ECN 201 (F, S) INTRODUCTORY MICROECONOMICS: BUSINESS FIRM AND MARKET ANALYSIS I

3 credits  
This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like: economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150.

### ECN/POL 213 (F) INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE

3 credits  
Basic statistical methods used in the analysis of economic and political phe-

nomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation.

### ECN 214 (S)

#### INTRODUCTION TO ECONOMETRICS

4 credits

This course introduces the student to advanced statistical techniques used by economists, other social scientists, and people in business and law to test theories, predict future events, and provide empirical support for various types of hypotheses. The course emphasizes the applied nature of econometrics. As such, the student will construct, estimate, and evaluate well-specified regression models through computer application-based exercises using SAS statistical software. Prerequisites: ECN 213, QNT 213, or permission of the Department Chair.

### ECN 221 (F)

#### INTERMEDIATE MICROECONOMICS: BUSINESS FIRM AND MARKET ANALYSIS II

4 credits

This course studies how business firms interact with consumers and one another in product and resource markets. Besides distilling profit-maximizing criteria for different firms in different markets, the course also evaluates how the operation of firms impacts the welfare of society in general. Prerequisites: ECN 201; MTH 117, 118 or equivalent.

### ECN 222 (S)

#### INTERMEDIATE MACROECONOMICS: THE U.S. IN THE GLOBAL ECONOMY II

4 credits

This course analyzes the factors behind countries' long-term growth and also those responsible for short-term fluctuations in their levels of output and prices. It also demonstrates how economic booms and busts have prompted economists to search for explanations and possible policies for addressing these instabilities. Finally, the course compares and contrasts US historical experience with that of other nations. Prerequisites: ECN 150; MTH 117, 118 or equivalent.

### ECN 270, 370, 470 (F, S)

#### SPECIAL TOPICS IN ECONOMICS

3 credits

Topics include: Labor Markets, Employment and Wages; Women in the Economy; European Union; Economics of Sports; Economics of Entertainment. Prerequisite: permission of instructor.

### ECN 321 (F 2003, F 2005)

#### MONETARY ECONOMICS

3 credits

A study of the monetary and financial system of the U.S. economy. Emphasis is on the importance of the money supply, the demand for money, and interest rates, along with more recent developments in the study of monetary variables. Instruments of monetary policy are discussed and evaluated in the context of contemporary economic theory. The position of the American financial system in the international financial network is also considered. Prerequisites: ECN 150, 201.

### ECN 330 (S 2004, S 2006)

#### THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT

3 credits

This course describes and documents the poverty besetting the majority of humankind, and analyzes its causes, utilizing economic concepts and theories in conjunction with social, political, cultural, religious, and philosophical factors. Prospects for the future and policies aiming to promote development are also examined. Prerequisite: ECN 150.

### ECN 331 (F)

#### INTERNATIONAL ECONOMICS

3 credits

An introduction to the theory of international trade. Topics include specialization and the gains from trade, tariffs and protectionist policies, trade imbalances, foreign exchange markets, evolution of international monetary systems, and the role of international institutions. Prerequisites: ECN 150, 201.

### ECN/HIS/POL 332 (S 2003, S 2005) →

#### POLITICAL ECONOMY OF AFRICA

3 credits

This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

### ECN 333 (F, S)

#### ECONOMICS OF INTERNATIONAL BUSINESS

3 credits

This course examines trade theory and applies the theory to business firms. It introduces the cultural, environmental, and ethical issues facing international businesses and examines the impact of trade policies, foreign exchange, and the balance of payments on businesses' decision making. Prerequisites: ECN 150, 201; MTH 117, 118; junior standing.

### ECN 340 (S 2003, S 2005)

#### AMERICAN ECONOMIC HISTORY

3 credits

Describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic economic concepts and theories of growth to significant historical questions. Prerequisite: ECN 150.

### ECN 351 (S 2004, S 2006)

#### ENVIRONMENTAL ECONOMICS

3 credits

Provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude or current environmental problems and some consideration of how to measure the costs and benefits of regulatory changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations. Prerequisite: ECN 150 or permission.

### ECN 352 (S 2004, S 2006)

#### LABOR ECONOMICS

3 credits

Labor economics refers to the study of labor markets, analyzing the determination of wages, employment, and working conditions. Labor markets have two main functions: to set wages and other terms of employment, and to allocate labor among occupations, jobs and employers. How labor markets carry out these functions and how efficient and fair they are in their operation are two main issues addressed in this course. In addition, the course uses the main theoretical models developed by labor economists to help answer questions of practical and political importance. Prerequisite: ECN 150.

**ECN 388, 389 (F, S)****ECONOMICS INTERNSHIP**

3 or 6 credits

Working approximately 10-15 hours per week under professional supervision, students learn experientially the linkages between their formal studies and the demands of particular positions. Under Faculty supervision, students complete informal and formal written assignments and an oral presentation that describe their duties and interpret their intern experience. Prerequisites: ECN 201, at least Sophomore standing, and permission of Department Chair.

**ECN 432 (S 2004, S 2006)****COMPARATIVE ECONOMIC SYSTEMS**

3 credits

This course compares and contrasts various market, planned, and mixed economies with respect to (1) the stated goals of each system, (2) the means for achieving those goals, and (3) the evaluative criteria used to judge the success of each system. Economies representative of these various systems will be discussed. Prerequisite: ECN 150.

**ECN 441 (F)****HISTORY OF ECONOMIC THOUGHT**

3 credits

The course details the development of economics as a coherent analytical discipline through a historical study of its main schools and contributors, including: the Physiocrats; the Classical Economists (especially Jevons, Walras, and Clark); Marshall; Keynes. Lesser figures are treated as time allows. Attention throughout is given to the changing philosophical and cultural background of economic thought. Prerequisites: ECN 150, 201.

**ECN 442 (S 2003, S 2005)****MODERN ECONOMIC THOUGHT**

3 credits

Explores the intersection of economics with social and political philosophy through the writings of leading 20th century American and European economists and social theorists, including Veblen, Keynes, Schumpeter, Mises, Hayek, Friedman, Galbraith, Rawls, and others. Emphasis on the perennial questions that market capitalism and authoritarian centralism compel the thoughtful person to confront, such as private wants vs. public needs; the efficiency-equity tradeoff; economic progress vs. economic security; the impulse of self-interest vs. the need for social cohesion; the drive for expanded

personal freedom vs. the perceived need for government regulation. Themes treated will vary from year to year. Extensive readings from original texts. Prerequisites: ECN 150, 201.

**ECN 453 (F 2003, F 2005)****APPLIED ECONOMETRIC RESEARCH**

3 credits

This course focuses on the application, rather than theoretical development, of regression analysis. While some time will be spent introducing and reviewing statistical techniques, the majority of the course is devoted to specification, estimation, interpretation, and evaluation of regression models. Additional emphasis is placed on using regression models to forecast. Prerequisites: ECN 150 and 201, ECN 214, or permission of Department Chair.

**ECN 455 (F 2002, F 2004)****PUBLIC FINANCE**

3 credits

An analysis of the revenue and expenditure activity of government with particular emphasis on the rationale of Federal government activity. Also considered are the issues of distribution, efficiency, equity, and stability in the economy. Prerequisites: ECN 150, 201.

**ECN 481 (F)****SEMINAR IN ECONOMICS**

3 credits

This course is intended to be a capstone course for economics majors, one that aids the student in integrating the material from diverse economic courses. Stressed are techniques for the preparation of written research reports. Students will ordinarily deliver to the seminar an oral presentation of their research results. Prerequisite: Senior standing in economics.

**ECN 485 (F)****SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES**

3 credits

This capstone course for Economics and International Studies Majors aims to assist students to research, integrate, and communicate information about the global economy. Specifically, students will learn to conduct research on economic problems and policies of countries and regions of the world not native to them. Students will compose a 250-300 word abstract of their seminar papers in two languages, English and a second language. Further, students will be expected to demonstrate

at least one of the following competencies: a) to write, in a non-native language, summaries of research in sources written in non-native language; b) to write the seminar paper in a non-native language; or c) to present research results orally in a non-native language. Prerequisite: Senior standing in Economics and International Studies.

**ECN 487, 488 (F, S)****COOPERATIVE EDUCATION**

3 or 6 credits

Full-time paid employment in a cooperating firm such as a bank, economics forecasting company, or public utility; a non-profit company such as a Community Development Corporation; or a government agency such as a county planning department or a statistical analysis office. Under faculty supervision, students also complete job-related learning assignments that involve oral and written presentations. Prerequisites: ECN 214, 221, Junior or Senior standing, and permission of Department Chair.

## ECONOMICS AND INTERNATIONAL STUDIES

(Administered by the Chair, Economics Department)

Required for Major in Economics and International Studies: 16 courses

- ECN 150, 201, 213, 214, 221, 222, 330 or 332, 331, 485
- Three courses in a non-native, modern foreign language (Based on students' backgrounds and interests, they select, in consultation with their advisor, courses that will aid them in attaining the functional proficiencies required for the successful completion of ECN 485): European Language 201-202 or higher; or JPN 101-102 or higher
- MTH 114 or 120
- One or two internationally focused history courses, as approved by advisor
- Two internationally focused courses in Business, the Humanities, or Social Sciences, as approved by advisor

## EDUCATION

### FACULTY

Deborah Yost, Ph.D., Chair  
 Frank Mosca, Ph.D., Director of Graduate Education  
 Greer Richardson, Ph.D., Faculty Director of Elementary and Special Education (ESE)  
 Maryanne Bednar, Ph.D., Faculty Director of Secondary Education (SE)  
 Francis Ryan, Ed.D., Director of American Studies  
 Joyce Hunley, M.Ed., Administrative Director of ESE  
 Donna Wake, M.A., Administrative Director of SE  
 Professors: Clabangh, Feden, F. Ryan, Vogel  
 Associate Professors: Bangs, Bednar, Mosca, Schoen, Sweeder, Yost  
 Assistant Professors: Greenland, Liang, Modla, Patrylo, Richardson  
 Instructors: Hunley, R. Ryan, Wake

### REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education or elementary and special education (dual major). These programs are approved by the Pennsylvania Department of Education and lead to a B.A. degree. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by Department faculty. Students may declare a major in education in the Freshman year. However, formal application for admission to the teacher education programs must be made to the Directors of the respective programs after completion of two introductory courses (EDC 103 and EDC 104), which typically occurs at the end of the freshmen year. The policies and procedures for applying for admission to the programs and for advancement through the various stages of candidacy are contained in the Candidacy Requirements in the Department of Education Student Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note:

Students are required to complete a minimum of 2 hours per week of fieldwork each semester. ESE juniors are required to complete one full day of field work in partnership schools. The Administrative Directors of ESE and SE make placements for all teacher candidates enrolled in education programs.

Before being accepted into the Professional Semester (secondary education majors) or the Professional Year (elementary and special education majors) students must be recommended to the Education Department faculty by the Candidacy Committee. Recommendations are predicated upon successful completion of all course requirements with the indexes and grades specified in the Department of Education Student Handbook and on the fitness of the individual for the professional position he or she has selected.

Upon successful completion of the Professional Semester or the Professional Year, a student may apply for Instructional I certification. State certification regulations require that an applicant for a teaching certificate be known by the preparing institution as a person of good moral character and possessing sound personal qualities, professional knowledge, and pedagogical competencies that warrant issuance of a teacher's certificate. In addition, all applicants must meet certain physical and medical standards to obtain an Instructional I certificate to teach in the public schools of Pennsylvania.

Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests (Professional Assessments for Beginning Teachers) that are administered by the Educational Testing Service. Information about the Praxis Tests is available in the Department of Education office (Olney 254). Other states may also require prospective teachers to take these or other examinations.

In accordance with the provisions of Act 34 of 1985 of the Commonwealth of Pennsylvania, students engaging in mandatory field experiences each semester and applicants for an Instructional I certificate in the Commonwealth must also undergo background

checks. For residents of the Commonwealth a check must be conducted by the Pennsylvania State Police. Non-resident applicants will also require a check by the FBI. All students are required to obtain an Act 34 Clearance and to complete a Child Abuse Form.

Prior to entering any field experience, including student teaching, students are required to submit proof of screening for tuberculosis. This test may be completed at the Student Health Center or by the student's personal physician. This screening test is repeated yearly. Every education major is also required to join the Pennsylvania State Educational Association and purchase liability insurance. Membership and liability insurance must be maintained throughout the four years of a student's program. Application forms relating to child abuse, FBI checks, and liability insurance will be distributed during orientation sessions for education majors each fall term. Forms are also available in the Department of Education office (Olney 254). Students may be required to show school administrators the results of the background checks, insurance liability forms, and tuberculin tests and keep copies of the results on file in the Education office. For more information about these requirements, see the Administrative Director of ESE, (Olney 257) or the Administrative Director of SE (Olney 259). Further information about applying for certification is contained in the Department of Education Student Handbook and the Handbooks for the Professional Year or Semester. All education majors are responsible for knowing and adhering to the policies and procedures that pertain to applying for certification.

Students not majoring in education are invited to register for education courses that carry no prerequisites. Students enrolling in any education course should expect to participate in field work.

Students planning to minor in education must see Dr. Deborah Yost, Chair (Olney Hall 254).

Requirements for a Minor in Education (SE):

- EDC 103, 104, 205, 218, 304, 306



Requirements for a Major in Secondary Education (SE):

- EDC 103, 104, 224, 225, 304, 306, 401, 470
- Courses designated for associated discipline (see Education Department Student Handbook and area advisors for specific courses.)

La Salle University offers a program of studies that is approved by the Pennsylvania Department of Education and leads to recommendation for Instructional I certification in Citizenship Education (history concentration), Communications (Non-Print media), English, Biology, Chemistry, Mathematics, French, German, Italian, Latin and Spanish. (Foreign language students are certified to teach K-12.) For further information, see Dr. Maryanne Bednar, Faculty Director of SE (Olney Hall 363).

Requirements for Religion-Education:

- EDC 103, 104, 224, 304, 306, 401, 470
- Courses designated by the Religion Department.

This program has been designed for those students who wish to teach religion in the secondary school. Because religion is not an accredited subject in Pennsylvania, no Pennsylvania Instructional certificate can be issued.

Requirements for Major in Elementary and Special Education (ESE):

- EDC 103, 104, 205, 217, 218, 306, 307, 308, 309, 310, 320, 321, 474, 475, 476, 477
- ART 160 (on-line course available)
- HIS 300
- IMS 160, 161

Elementary and Special Education (ESE) majors are also required by the Commonwealth to take a second major in an academic discipline. American Studies is the designated major for ESE majors. American Studies is an interdisciplinary major, composed of a 10-course sequence. This major will assist ESE teacher candidates to develop a broader knowledge base in the content areas in order to enhance their teaching effectiveness. Some of these courses will count toward the fulfillment of University core requirements (see Education Student Handbook for

a complete listing of required courses for the AMST major).

La Salle University's ESE combined program of study that is approved by the Pennsylvania Department of Education. Successful completion leads to recommendations for Instructional I certification in elementary education (K-6) and special education (K-12 - Cognitive, Behavior, Physical/Health Disabilities - CBP/HD). The CBP/HD certificate enables successful graduates to teach individuals with mental retardation, pervasive developmental disorders, emotional/behavioral disorders, neurological impairments, specific learning disabilities, and physical disabilities. The elementary certificate allows graduates to teach general education students in grades K-6. All elementary and special education majors are required to complete a full year of student teaching. The Department faculty meets individually with each elementary and special education major each semester during pre-registration throughout the four year program. This process insures that all students are following the prescribed sequence of courses leading to a degree and B.A. certification. For further information, see Dr. Greer Richardson (Olney Hall 251) Faculty Director of ESE.

Requirements for Master of Arts in Education:

See Dr. Frank Mosca, Director of Graduate Education (Olney Hall 112).

## COURSE DESCRIPTIONS

### EDC 103 (F,S)

EDUCATIONAL PSYCHOLOGY: HUMAN LEARNING

3 credits

This is one of the gateway courses into the education programs at La Salle University. It is an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational psychology as it relates to human learning and introduces educational research. The course, which emphasizes speaking and writing, provides prospective education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral psychology. Students come to understand how people develop cognitively, socially, and emotionally and

how individuals learn. Students combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors [field experience may be required by course instructors]; required freshman course for ESE and SE majors).

### EDC 104 (F,S)

EDUCATIONAL PSYCHOLOGY: HUMAN DIVERSITY

3 credits

From both developmental and ecological perspectives, this course explores the diversity of individuals in society and schools, including race, ethnicity, regional background, exceptionality, socio-economic status, gender, sexual orientation, age, and religion. Personal beliefs and attitudes surrounding issues of human diversity and its impact on the family, community, and society are examined. The course provides an understanding of the legal and ethical issues in educating students from diverse backgrounds and with disabilities. Additionally, the course highlights the characteristics of students with special needs and ways to accommodate their needs in the classroom setting. (The course is open to non-majors [field experience may be required by course instructors]; required course for all ESE and SE majors.)

### EDC 205 (F,S)

EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING

3 credits

Course content emphasizes developmental theories, theories of learning and motivation, lesson planning, basic management approaches, assessment, research, and more advanced problem-solving skills. The emphasis is on theory informing practice and thus students will be engaged in developing lesson and management plans using theory as a rationale and applying their knowledge of developmental and learning theories to help students reach their fullest potential. Prerequisite: EDC 103.

### EDC 217 (F,S)

LEARNING AND TEACHING OF MATHEMATICS

3 credits

This course focuses on how students learn mathematics with implications for teaching mathematical concepts, skills, problem solving, and critical thinking.



The course provides a basis for understanding the changing mathematics curriculum, offers opportunities to plan and evaluate instructional techniques and materials, and examines the integration of mathematics with other content areas, such as science, children's literature, and social studies. Prerequisites: EDC 103 and EDC 104.

### EDC 218 (F, S)



#### PHYSICAL AND CULTURAL GEOGRAPHY

3 credits

This course provides prospective education majors with increased knowledge and understanding of the world in geographical terms, relating especially to physical landforms and structures, maps, human impact on and interaction with the environment, population, and political and economic systems. The course will place special emphasis on cultural geography, that is the variation of human systems from location to location. In addition, this course highlights the role of economics and trade in our expanding global market economy including the study of comparative economic systems and the distribution of natural and man-made resources. (open to non-majors)

### EDC 224 (F)

#### ADOLESCENT DEVELOPMENT

3 credits

Using an educational technology framework, this course explores the unique universe of the adolescent. Issues under discussion will include cognitive, moral, language, sexual, physical, and social development. Students use an educational technology framework to examine the adolescent in a variety of contexts, including family, peers, school, work, and leisure. This course is developed for secondary education majors only. Prerequisites: EDC 103 and EDC 104.

### EDC 225 (S)

#### ADOLESCENT DEVELOPMENT SEMINAR

1 credit

This seminar extends and refines the core concepts developed in EDC 224. It provides contexts for analyzing how theory guides practice, especially in the domains of adolescent cognitive, emotional, social, moral, physical, and sexual development. Readings, film, and/or guest speakers supplement analysis of specific classroom issues identified by students in their field experiences and, on a larger level, relevant to all secondary pre-service teachers. This seminar is scheduled for 15 hours

throughout the term. Prerequisite: EDC 224 and acceptance into the secondary education program.

### EDC 304 (S)

#### READING IN THE CONTENT AREA

3 credits

This course provides an understanding of the reading process, reading theory, reading instruction, and reading assessment and its relationship to the other language arts and the specific discipline areas. This course is designed for secondary education majors only. Prerequisites: Junior standing and acceptance into Stage 1 Candidacy (formal admission to the secondary education program).

### EDC 306 (F, S)



#### FOUNDATIONS OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE

3 credits

This course promotes disciplined analysis of the meaning and effects of educational institutions and provides resources for developing a critical understanding of educational thought and practice. This course also encourages the development of value positions regarding education and schooling in America based on critical study. Students gain resources for the development of policy making perspectives and skills. Open to non-majors; required course for SE and ESE majors.

### EDC 307 (F, S)

#### MANAGING THE TEACHING AND LEARNING ENVIRONMENT I

6 credits

This course provides students with a thorough understanding of pedagogy as it relates to the education of students in general education settings. Students are involved in field experiences (see lab credit below) that allow them to apply knowledge of lesson and unit planning, instructional methodology, technology, assessment, classroom management practices, and school law. For Elementary/Special Education majors only. Prerequisites: Junior standing and acceptance into Stage I candidacy (formal admission to the elementary and special education program). Prerequisites: EDC 103, 104, 205, 217, 218, and IMS 160, 161.

### EDC 308 (S)

#### MANAGING THE TEACHING AND LEARNING ENVIRONMENT II

6 credits

This course provides students with a thorough understanding of pedagogy as it relates to students who are placed in inclusion classrooms or special education settings. Students are enrolled in field experiences (see lab credit below) that allow them to apply knowledge relating to diagnostic assessment, the development of individualized education plans, special education laws, assistive technology, classroom management for students with troubling behaviors, adjusting and accommodating instruction, and special methods. For Elementary/Special Education majors only. Prerequisites: Junior standing and acceptance into Stage I candidacy (formal admission to the elementary and special education program). Prerequisites: EDC 103, 104, 205, 217, 218, and IMS 160, 161.

### EDC 309 (F, S)

#### MANAGING THE TEACHING AND LEARNING ENVIRONMENT I LAB

1 credit (each semester enrolled in EDC 307)

Students are involved in applying skills learned in EDC 307 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.

### EDC 310 (F, S)

#### MANAGING THE TEACHING AND LEARNING ENVIRONMENT II LAB

1 credit (each semester enrolled in EDC 308)

Students are involved in applying skills learned in EDC 308 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.

### EDC 320 (F, S)

#### NARRATIVE READING AND WRITING IN ELEMENTARY AND SPECIAL EDUCATION CLASSROOMS

3 credits

This course provides an understanding of the interactive nature of reading and writing processes and their relationship to other language arts. There is an emphasis on understanding and developing a theo-

retical framework to guide decision making for instruction, remediation, and assessment of narrative discourse. Students participate in an after school reading tutorial with inner city children. Prerequisites: Junior standing and acceptance into Stage I Candidacy (formal admission to the elementary and special education program).

### **EDC 321 (F, S)**

#### **EXPOSITORY READING AND WRITING IN ELEMENTARY AND SPECIAL EDUCATION CLASSROOMS**

3 credits

This course provides an understanding of expository reading and writing processes and their relationship to other language arts and to content area instruction. There is an emphasis on understanding and developing a theoretical framework to guide decision making for instruction, remediation, and assessment of expository discourse. Prerequisites: Junior standing and acceptance into Stage I Candidacy (formal admission to the elementary and special education program.)

### **EDC 401 (F)**

#### **THE ART AND SCIENCE OF TEACHING**

6 credits

This course emphasizes of teaching and learning within an educational technology framework. The focus is on elements of the educational process characterized by teacher involvement in decision-making: school-based curriculum development, instructional design, instructional methods, instructional materials and resources, educational technology using idea and product technologies, methods of evaluation, classroom management, adjusting curriculum and instruction to the needs of special populations. Emphasis is placed upon the act of teaching as both art and science. Field experiences (two hours each week) and research papers are required. For secondary education majors only. This course has been designated as the writing emphasis course for secondary education majors. Students will be required to purchase approximately \$50.00 in additional materials. Prerequisites: Senior standing and acceptance into Stage II Candidacy, and EDC103, 104, 224, 225, 304, 306.

### **EDC 470 (S)**

#### **THE PRACTICE AND PROFESSION OF TEACHING**

12 credits

This course provides the secondary education major with full-time student teach-

ing experience in a selected middle, junior or senior high school. Under the direction of a certified cooperating teacher and a university supervisor, the student teaches for 14 weeks on a five-day-a-week, full-day schedule. The student teaching experience is supplemented by regularly scheduled tutorials held both on campus and at the placement site as well as a series of seminars on selected professional issues. Senior standing and acceptance into Stage II Candidacy. Prerequisites: senior status, approval of the Education Department Faculty, and EDC103, 104, 224, 225, 304, 306, 401.

### **EDC 474 (F, S)**

#### **THE PROFESSIONAL YEAR – STUDENT TEACHING IN ELEMENTARY EDUCATION**

12 credits

For one semester of the Professional Year, the elementary and special education major is engaged in student teaching in elementary education classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in either a public or private school in Philadelphia or the surrounding suburbs. Prerequisites: Acceptance into Stage II Candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook (2001 edition); approval of the Education Department faculty.

### **EDC 475 (F, S)**

#### **THE PROFESSIONAL YEAR – TEACHING AND RESEARCH METHODS I**

3 credits

The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the everyday work of teaching in elementary classrooms, specifically interpersonal communication and professionalism, design of developmentally appropriate instructional units, adaptation of units to accommodate learner differences, assessment and evaluation of learning outcomes, and classroom management. An action research project that responds to a teaching dilemma, concern, question, or interest is also required. Topics are addressed in the context of the broader skills of problem-solving and educational decision-making that must be informed by educational research. Specific issues that arise from the student teaching experience (taken concurrently) are addressed. Emphasis is placed upon helping the student make the transition from theory to

practice. This seminar is open only to seniors who have been accepted into Stage II Candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the Education Department faculty.

### **EDC 476 (F, S)**

#### **THE PROFESSIONAL YEAR – STUDENT TEACHING IN SPECIAL EDUCATION**

12 credits

Elementary and special education majors engage in student teaching in special education classrooms servicing mildly, moderately, or severely mentally and/or physically handicapped children. Student teachers are supervised by University faculty and experienced cooperative teachers in private or public schools, which are located in Philadelphia or surrounding suburbs. Prerequisites: Acceptance into Stage II Candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the Education Department faculty.

### **EDC 477 (F, S)**

#### **THE PROFESSIONAL YEAR – TEACHING AND RESEARCH METHODS II**

3 credits

This course is designed to continue the development and facilitation of the pre-service teacher's core knowledge and skills essential for beginning special education teachers. Specifically, the focus of this seminar is on applying knowledge gained in the program to specific problems that arise during the student teaching experience (taken concurrently), such as behavior management, curriculum and instruction issues, the reauthorization of the Individuals with Disabilities Education Act (IDEA), functional behavioral assessment, and Individualized Education Plan (I.E.P.) development. Students are engaged in designing and implementing action research projects in special education and/or inclusion settings. This course emphasizes the process of critical reflection for the purpose of cognitive change. Prerequisites: Acceptance into Stage II Candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook (2001 edition); approval of the Education Department faculty.

The following two courses are a collaborative effort between several La Salle University science, education, and

mathematics and computer science departments to improve mathematics and science education.

### **IMS 160 (F)**

#### **EXPLORATIONS IN SCIENCE AND MATHEMATICS I**

4 credits

This course is an interdisciplinary introduction to fundamental concepts in science and mathematics. Students work in a supportive, collaborative environment to investigate scientific phenomena directly, to build skills in experimental design, data collection, and data analysis, and to develop confidence in their mathematical and scientific abilities. Topics include measurement, graphing, statistical analysis, experimental design, atomic model and states of matter, and motion. Intended primarily for Elementary and Special Education majors.

### **IMS 161 (S)**

#### **EXPLORATIONS IN SCIENCE AND MATHEMATICS II**

4 credits

A continuation of IMS 160, this course emphasizes application of skills through exploration of additional content. The collaborative classroom environment established in IMS 160 continues in this course. Topics include electricity and magnetism, acids and bases, human biology, and ecosystems. Intended primarily for Elementary and Special Education majors.

Prerequisite: IMS 160.

### **OTHER PROFESSIONAL REQUIREMENTS**

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Teachers have a moral obligation to provide children with the opportunity to achieve their full human potential. Moreover, children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students, even at the sacrifice of personal convenience, and be unreservedly committed to teach

all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The degree to which the undergraduate student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty on these matters will be final and unappealable.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or

conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Teacher Education Program.

The degree to which the student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty in these matters will be final but appealable.

Undergraduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.



## ENGLISH

### FACULTY

Kevin J. Harty, Ph.D., Chair

Stephen P. Smith, Ph.D., Assistant Chair

Professors: Burke, Butler, Haberstroh, Harty, Millard, Seydow, Soven

Associate Professors: Allen, Cronin, Fagan, Kling, Mollenhauer, Molyneaux, Smith

Assistant Professors: Beatty, Betz, Busse, Fay, Lehr, Musser

Director, Sheekey Writing Center: Robertson

Internship Coordinator: Harty

Writer-in-Residence: Cronin

Professors Emeriti: Fallon, Keenan

### POWERS COURSES

Writing

ENG 107, 108

### PATTERNS COURSES

Literature

ENG 150, 180, 250

### CONCENTRATION OPTION

Any 300- or 400-level literature course

### REQUIREMENTS

For major in English: 15 courses

For dual major in English: 10 courses

For minor in English: 6 courses.

English majors may choose one of three "majors within the major": (1) English-Liberal Arts; (2) English-Education; and (3) English-Writing. In addition, students may double major in English and in another discipline. Typical of such double majors are English-Communication, English-Criminal Justice, English-Psychology, and so on. The Department of English also participates in the multidisciplinary program in Digital Arts and Design.

Students may also minor in English, using any number of approved combinations of six courses beyond ENG 107 and ENG 108.

During their third or fourth years of study, students majoring and minoring in English may, with the permission of the internship coordinator, intern at a variety of public relations and advertising firms, financial institutions, print

and media outlets, publishers, non-profit organizations, and for-profit businesses. For further details, please consult with the department's Internship Coordinator.

The usual requirements for each program are as follows. Exceptions require the approval of the Chair or of the Assistant Chair.

### English as Liberal Arts

ENG 180 Introduction to Literary Study

An advanced writing course at the 200, 300-, or 400-level

Two of the following three courses:

- ENG 261 Literature and Culture of Great Britain Beginnings to 1700
- ENG 262 Literature and Culture of Great Britain 1700-1900
- ENG 263 Literature and Culture of Great Britain 1900 to the Present

Two of the following three courses:

- ENG 266 Literature and Culture of America Beginnings to 1860
- ENG 267 Literature and Culture of America 1861-1911
- ENG 268 Literature and Culture of America 1912 to the Present

Two of the following six courses:

- ENG 315 Young Adult Literature
- ENG 335 Women Writers
- ENG 336 Ethnic American Literature
- ENG 337 World Literature, The Western Tradition
- ENG 338 World Literature, The Non-Western Tradition
- ENG 370-79 Special Topics (with an appropriate theme and the permission of the chair or assistant chair)

ENG 316 Literary Theory and Criticism

ENG 324 Shakespeare

Three of the following six courses, but at least one in British and one in American literature:

- ENG 451 Studies in British Literature to 1500
- ENG 452 Studies in British

Literature 1500-1800

- ENG 453 Studies in British Literature 1800-1900
- ENG 454 Studies in British Literature since 1900
- ENG 456 Studies in American Literature to 1900
- ENG 457 Studies in American Literature since 1900

ENG 480 Senior Seminar

One English elective at the 200-, 300, or 400-level in writing, literature, or language arts

### English Education

ENG 180 Introduction to Literary Study

ENG 218 Advanced Composition

Two of the following three courses:

- ENG 261 Literature and Culture of Great Britain Beginnings to 1700
- ENG 262 Literature and Culture of Great Britain 1700-1900
- ENG 263 Literature and Culture of Great Britain 1900 to the Present

Two of the following three courses:

- ENG 266 Literature and Culture of America Beginnings to 1860
- ENG 267 Literature and Culture of America 1861-1911
- ENG 268 Literature and Culture of America 1912 to the Present

ENG 300 The Grammars of English and the Writing Process

ENG 301 Writing Text and Context

ENG 315 Young Adult Literature

ENG 324 Shakespeare

ENG 338 World Literature, The Non-Western Tradition

Three of the following six courses, but at least one in British and one in American literature:

- ENG 451 Studies in British Literature to 1500
- ENG 452 Studies in British Literature 1500-1800
- ENG 453 Studies in British Literature 1800-1900
- ENG 454 Studies in British Literature since 1900

- ENG 456 Studies in American Literature to 1900
- ENG 457 Studies in American Literature since 1900

One English elective at the 200-, 300-, or 400-level in writing, literature, or language arts.

### English Writing

ENG 180 Introduction to Literary Study

ENG 218 Advanced Composition

One of the following three courses:

- ENG 261 Literature and Culture of Great Britain Beginnings to 1700
- ENG 262 Literature and Culture of Great Britain 1700-1900
- ENG 263 Literature and Culture of Great Britain 1900 to the Present

One of the following three courses:

- ENG 266 Literature and Culture of America Beginnings to 1860
- ENG 267 Literature and Culture of America 1861-1911
- ENG 268 Literature and Culture of America 1912 to the Present

One of the following three courses:

- ENG 354 Contemporary Fiction
- ENG 355 Contemporary Drama
- ENG 356 Contemporary Poetry

One of the following five courses:

- ENG 335 Women Writers
- ENG 336 Ethnic American Literature
- ENG 337 World Literature, The Western Tradition
- ENG 338 World Literature, The Non-Western Tradition
- ENG 370-79 Special Topics (with an appropriate theme and the permission of the chair or assistant chair)

One of the following three courses:

- ENG 300 The Grammars of English and the Writing Process
- ENG 301 Writing Text and Context

- ENG 302 Language and Prejudice

One of the following four courses:

- ENG 451 Studies in British Literature to 1500
- ENG 452 Studies in British Literature 1500-1800
- ENG 453 Studies in British Literature 1800-1900
- ENG 454 Studies in British Literature since 1900

One of the following two courses:

- ENG 456 Studies in American Literature to 1900
- ENG 457 Studies in American Literature since 1900

Five of the following eighteen courses:

- COM 302 Broadcast Newswriting\*
- ENG 303 Writing for Business and Industry
- COM 303 Scriptwriting\*
- ENG 305 Fiction Writing
- ENG 306 Poetry Writing
- ENG 307 Playwriting
- ENG 308 Topics in Creative or Professional Writing 1
- ENG 310 Editing and Publishing
- ENG 330 Web Design and Development
- COM 357 Public Relations Writing\*
- ENG 360 Writing and the University (special permission required)
- ENG 402 Topics in Creative or Professional Writing 2 (cross listed as Com 402\*)
- ENG 405 Advanced Fiction Workshop 1
- ENG 406 Advanced Fiction Workshop 2
- ENG 409 Technical Publishing
- ENG 410 Electronic Authoring
- ENG 461 Internship 1
- ENG 462 Internship 2

\*no more than one of the Communication courses listed can count toward the 15 required courses in English

One English elective at the 200-, 300-, or 400-level in writing, literature, or language arts.

## COURSE DESCRIPTIONS

### ENG 107 (F, S)

COLLEGE WRITING I

3 credits / Powers

Instruction in the writing process, in invention, and in necessary grammatical and organizational skills. Emphasis on expository writing.

### ENG 108 (F, S)

COLLEGE WRITING II

3 credits / Powers

Instruction in planning and executing writing assignments common to all disciplines. Emphasis on essays about readings and on the library paper. Prerequisite: Waiver of or ENG 107.

### ENG 150 (F, S)

THEMES IN LITERATURE AND CULTURE

3 credits / Patterns

This introductory course offers a thematic approach to literature in a cultural context and will include the study of works from at least two genres. Topics vary by section. The course is designed to teach students how to read, write, and think about primary texts.

### ENG 180 (F, S)

INTRODUCTION TO LITERARY STUDY

3 credits / Patterns

Required of all day English majors in lieu of English 150, this introductory course acquaints students with fundamental principles and practices of studying literature, with a general overview of literary periods and genres and theories, and with library and database resources essential for this discipline.

### ENG 218 (F, S)

ADVANCED COMPOSITION

3 credits

A course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences: essays, articles, and reviews. Attention will be paid to a writer's method and audiences. Prerequisite: ENG 108.

### ENG 243

RELIGION AND CONTEMPORARY LITERATURE

3 credits

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of poetry, fiction, and drama. Cross listed as REL 243.

**ENG 250 (F, S)**

## WRITERS AND THEIR WORLDS

3 credits / Patterns

In this intermediate literature course, students will read closely the works of three to five writers from various periods and at least two genres in light of their cultural, biographical, and historical contexts.

**ENG 261**

## LITERATURE AND CULTURE OF GREAT BRITAIN BEGINNINGS TO 1700

3 credits

This survey course considers important authors and works of British literature from its beginnings to 1700 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including early Celtic literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Medieval literature, Renaissance literature, Early Modern literature, and Restoration literature.

**ENG 262**

## LITERATURE AND CULTURE OF GREAT BRITAIN 1700-1900

3 credits

This survey course considers important authors and works of British literature from 1700 to 1900 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Neo-classicism, Romanticism, and Victorianism.

**ENG 263**

## LITERATURE AND CULTURE OF GREAT BRITAIN SINCE 1900

3 credits

This survey course considers important authors and works of British literature from 1900 to the present within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including Irish literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism and Post-modernism.

**ENG 266**

## LITERATURE AND CULTURE OF AMERICA BEGINNINGS TO 1860

3 credits

This survey course considers important authors and works of early American liter-

ature from its beginnings to the Civil War. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Faith, the Age of Reason and Revolution, Transcendentalism, and the American Renaissance.

**ENG 267**

## LITERATURE AND CULTURE OF AMERICA 1861 TO 1911

3 credits

This survey course considers important authors and works of American literature from the beginning of the Civil War to the pre- World War I period. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Realism.

**ENG 268**

## LITERATURE AND CULTURE OF AMERICA SINCE 1912

3 credits

This survey course considers important authors and works of American literature from the publication of Poetry magazine in 1912 to the present. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism, Post-modernism, and New Journalism.

**ENG 300 (S)**

## THE GRAMMARS OF ENGLISH AND THE WRITING PROCESS

3 credits

This course introduces students to the systematic structures of English sentences and the practical applications of these systems in writing. Students investigate the meaning of a "language standard" and the controversy surrounding it, with emphasis placed on sentence combining and generative rhetoric as well as the contributions of traditional, structural, and transformational-generative studies to our understanding of English "grammar."

**ENG 301 (F)**

## WRITING TEXT AND CONTEXT

3 credits

In this course, students examine their own writing process in preparation for supervising or instructing others in writing, with emphasis placed on cognitive and social constructivist theories of composition, the writing process, designing

writing assignments, and evaluation. As they explore and apply these topics, students look at written texts from various historical periods and dialects of English—Old English, Middle English, Renaissance, Early Modern, and Contemporary—to see how language change over time affects the ways in which we write and read the works of others.

**ENG 302**

## LANGUAGE AND PREJUDICE

3 credits

This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language systems and stylistic analysis.

**ENG 303 (F, S)**

## WRITING FOR BUSINESS

3 credits

By providing instruction in planning and executing effective business writing, this course helps students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports.

**ENG 305 (F, S)**

## FICTION WRITING I

3 credits

An introduction to the writing of fiction.

**ENG 306**

## POETRY WRITING

3 credits

A workshop in the writing of poetry.

**ENG 307**

## PLAYWRITING

3 credits

A study of the art of playwriting from the traditional and contemporary point of view. Guided writing of a one-act play.

**ENG 308**

## TOPICS IN CREATIVE AND PROFESSIONAL WRITING I

3 credits

Courses in various types of specialized writing such as science writing, satire, or grant writing. Similar to ENG 402 (see description) but given at the intermediate level. May be repeated for credit.

**ENG 310 (F)**

## EDITING AND PUBLISHING

3 credits

Workshop approach to provide students with experience in judging manuscripts,



proofreading, typographical design, and production of short documents: e.g., forms, resumes, flyers, brochures, and newsletters. Introduction to and use of desktop publishing software.

### ENG 315 (F)

#### YOUNG ADULT LITERATURE

3 credits/Concentration Option

In this course, attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other topics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media. Aimed at preparing prospective and actual teachers, librarians, and parents to understand and to direct the reading of young adults.

### ENG 316

#### LITERARY THEORY AND CRITICISM

3 credits

Readings and discussion of major critical texts in their historical setting, emphasizing the critical theories of the last several decades.

### ENG 324 (F, S)

#### SHAKESPEARE

3 credits/Concentration Option

This course considers selected poems and plays, including tragedies, comedies, history plays, and romances, exploring the literary, dramatic, and historical dimensions of Shakespeare's art.

### ENG 330 (F, S)

#### WEB DESIGN AND DEVELOPMENT

3 credits

Web Design and Development is an introduction to theories of hypermedia structure and the practice of World Wide Web document design. The course focuses on designing, developing, revising, and editing Web sites, and covers language based composition, organization and editing concepts, in addition to "hard code" and applications-based composition.

### ENG 335

#### WOMEN WRITERS

3 credits/Concentration Option

This course examines women's literary traditions by surveying works of women writers from several historical periods.

### ENG 336

#### ETHNIC AMERICAN LITERATURE

3 credits / Concentration Option

In this course, although topics vary from section to section, students read and discuss American ethnic writers including but not limited to ethnic groups such as African Americans, Native Americans, Hispanic Americans, and Asian Americans. Primary texts span American history, while secondary readings include contemporary critical theory.

### ENG 337

#### WORLD LITERATURE, THE WESTERN TRADITION

3 credits / Concentration Option

This course surveys the literature of Western Europe from the ancient Greeks to the modern period, emphasizing drama and narrative in their many forms. Literary works will be studied in relationship to their historical and cultural contexts.

### ENG 338

#### WORLD LITERATURE, THE NON-WESTERN TRADITION

3 credits / Concentration Option

This course considers primarily 20th and 21st century readings in selected works from Africa, Asia, Latin America, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background.

### ENG 350

#### DRAMA WORKSHOP

3 credits

Theory and practice in the arts of acting and directing for the theatre; brief historical perspectives and graduated individual and/or group work on speeches and scenes; specific assignments and projects designed to meet the needs of the beginning or advanced student.

### ENG 354 (F, S)

#### CONTEMPORARY FICTION

3 credits / Concentration Option

This course considers novels and short fiction from roughly 1950 to the present, focusing on works that may include both Western and non-Western authors.

### ENG 355 (F)

#### CONTEMPORARY DRAMA

3 credits / Concentration Option

This course considers developments in world drama from roughly 1950 to the present, including works performed on and off Broadway, in London's West End, fringe theaters, and innovative regional theaters. Special attention may be given

to emerging third world, minority, and women dramatists.

### ENG 356 (S)

#### CONTEMPORARY POETRY

3 credits / Concentration Option

This course considers trends and significant achievements in poetry from roughly 1950 to the present. Although its emphasis is on poetry written in English, poems in translation may be included.

### ENG 357

#### LIVING AMERICAN WRITERS

3 credits / Concentration Option

Students read from the works of 4-5 well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

### ENG 360 (F)

#### WRITING AND THE UNIVERSITY

3 credits

The study of peer tutoring strategies and the rhetoric of academic prose. Application required for this course.

### ENG 370-79

#### SPECIAL TOPICS

3 credits

Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

### ENG 402 (F, S)

#### TOPICS IN CREATIVE AND PROFESSIONAL WRITING 2

3 credits

Special topics in advanced writing, including memoir writing, magazine publishing, advanced business writing, advanced poetry writing. May be repeated for credit. Cross listed as COM 402.

### ENG 405-06

#### ADVANCED FICTION WORKSHOP

3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 305. May be repeated for credit.

### ENG 409

#### TECHNICAL PUBLISHING

3 credits

Directed practice in writing popular technical and scientific articles, technical

reports and proposals, abstracts, and in using technical reference materials.

**ENG 410 (S)****ELECTRONIC AUTHORING**

3 credits

Electronic Authoring and Publishing explores the relationship between print and online media. Students hone their editorial and design skills as well as their computer skills and knowledge of several applications. While it is at once an advanced course in the practice of desktop publishing and in pre-print software, such as Quark Xpress, it also introduces students to non-print publishing concepts and practices, such as those of the World Wide Web.

**ENG 435****WOMEN, LITERATURE, AND CULTURE**

3 credits/Concentration Option

A study of feminist literary theory and an application of feminist literary criticism to a major writer, coterie, movement, or era.

**ENG 451****STUDIES IN BRITISH LITERATURE TO 1500**

3 credits / Concentration Option

In this course, students intensively study Medieval British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

**ENG 452****STUDIES IN BRITISH LITERATURE 1500-1800**

3 credits / Concentration Option

In this course, students intensively study British literature from the early modern period. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

**ENG 453****STUDIES IN BRITISH LITERATURE 1800-1900**

3 credits / Concentration Option

In this course, students intensively study 19th century British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

**ENG 454****STUDIES IN BRITISH LITERATURE SINCE 1900**

3 credits / Concentration Option

In this course, students intensively study British literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

**ENG 456****STUDIES IN AMERICAN LITERATURE TO 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from its beginnings to 1900. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

**ENG 457****STUDIES IN AMERICAN LITERATURE SINCE 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

**ENG 461-462 (F, S)****INTERNSHIP**

3-6 credits

Students may intern at a variety of sites including advertising, public relations, publishing and broadcasting companies, and social service agencies. Working under professional supervision 12-15 hours a week (3 credits) or 24-30 hours a week (6 credits), they learn how to apply their education to the everyday demands of the world of work. Required: junior or senior standing, 2.75 grade point average, and recommendation of the internship coordinator.

**ENG 480 (S)****SENIOR SEMINAR**

3 credits / Concentration Option

A capstone course, focusing on a particular author or group of related authors, in which students will do advanced work and complete a substantial seminar paper. Subject matter varies from semester to semester.

**ENVIRONMENTAL SCIENCE**

(See Geology, Environmental Science, and Physics.)

**ENVIRONMENTAL STUDIES MINOR**

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

**REQUIREMENTS**

For Non-Science Majors:

A total of 6 courses are required, two of which must be from the 300 or 400 level.

- Required: BIO 157, CHM 150, GEO 151 or 153
- Optional Courses: At least two from ECN 351, POL 341, SOC 258, or RMI 370\*, and no more than one additional course from PHL 206, POL 370\*, PSY 225, or SOC 257.

For Biology Majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 151 or 153
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two courses from PHL 206, POL 370\*, PSY 225, or SOC 257.

For Chemistry majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 151 or 153
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two courses from BIO 157, PHL 206, POL 370\*, PSY 225, or SOC 257.

For Geology Majors:

A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: BIO 403
- Optional Courses: At least three from ECN 351, GEO 270\*, POL 341, RMI 370\*, or SOC 258, and one or two



courses from PHL 206, POL 370\*, PSY 225, or SOC 257.

\* Special Topics courses

## FINE ARTS

### FACULTY

Patricia Haberstroh, Ph.D., Interim Chair

Art and Art History

Assistant Professor: Conaty

Lecturers: Heise, Valenti, Wake, Williams Music

Assistant Professor: McDonald

Lecturers: Haffly, Lapowski, Reese

## Art and Art History

### PATTERNS COURSES

- ART 151, 152, 160
- Any 200 level course in the Art History section.
- Any 300 level course in the Art History section.

### REQUIREMENTS

Required for Major in Art History:  
12 courses

- ART 151 or ART 152
- ART 201
- ART 202
- Two 200-level Art History courses
- One Studio Art course
- A second Studio Art course or a third 200-level Art History course
- Four 300-level Art History courses
- ART 460 or ART 470

Required for Minor in Art History:

6 courses, adhering to the following guidelines:

- One (and only one) course at the 100-level
- At least two courses at the 300-level
- The remaining three courses may be distributed between 200 and 300-level courses as the student wishes.
- One (and only one) Studio course may be counted toward

the minor

- The Art History minor may, with permission of the Program Director, pursue an internship which will count toward the minor.

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in art history. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The art history major is to consider ART 201-202 as prerequisite for other art history courses.

The Fine Arts Department also participates in the multidisciplinary program in Digital Arts and Multimedia Design. For a description of this program, please see page 61.

### COURSE DESCRIPTIONS

#### ART 151 (F,S)

VISUALIZING THE SACRED

3 credits/Patterns I

This course will acquaint students with the basic elements of visual literacy through an exploration of sacred visual imagery in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of sacred imagery in the context of particular societies. Painting, sculpture, architecture, and miscellaneous arts will be discussed.

#### ART 152

VISUALIZING THE SELF AND OTHERS

3 credits/Patterns I

This course will acquaint students with the basic elements of visual literacy through an exploration of portraiture in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of portraiture, including self portraits, in the context of particular societies and in the lives of various artists and their subjects. Painting, sculpture, and miscellaneous arts will be discussed as appropriate.

#### ART 160

Introduction to the Visual and Performing Arts

3 credits/Patterns I

An introduction to the visual and lively arts, with a focus on painting, sculpture,

dance, music, and theatre. Students will learn the basic forms associated with each of these arts and will develop their understanding and appreciation of varied art forms. Special emphasis will be placed on the use of the arts in the elementary classroom, especially as supplements to other subjects. Multiple intelligences, practical applications, and artistic development will all be discussed. Prerequisites: This course is primarily designed for ESE majors, but is open to others by permission of the director.

#### ART 201-202 (F,S)

HISTORY OF ART I & II

3-6 credits/Patterns

A chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. Art 201 covers pre-historic art to ca. 1400; Art 202 covers the Renaissance to the 20th century.

#### ART 206

PAINTING FROM DAVID TO VAN GOGH

3 credits/Patterns

Painting's evolution, content, and style, from ca. 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

#### ART 207

ASIAN ART (SUB-CONTINENT)

3 credits/Patterns

Explores the evolution of the visual arts in India, Sri Lanka and Southeast Asia from early history to modern times. Navigating the course of art and culture along the historic Spice Route as Indian merchants, monks, and artisans followed the lure of precious metals and spices to exotic Southeast Asia.

#### ART 208

THE ARTISTIC GLORY OF CHINA AND JAPAN

3 credits/Patterns

A study of the visual splendor of Chinese art and culture from the Early Bronze Age to the Cultural Revolution of the 20th century. An examination of the golden ages of visual arts and dynamic creativity that brought Japan to high international status in the 20th century.

**ART 210**

WOMEN AND ART  
3 credits/Patterns



Encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas which have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art.

**ART 211**

AMERICAN ARCHITECTURE  
3 credits/Patterns



This course presents the major trends which mark the architectural history of the United States from roughly the second half of the nineteenth century through the present. Emphasis will be on architects and styles which have had a significant and lasting impact on the urban landscape of America, with particular attention to such centers as Chicago, New York, and Philadelphia. Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry.

**ART 212**

HISTORY AND THEORY OF DIGITAL ART  
3 credits/Patterns

This course will focus on the newly emerging and continually expanding field of digital art and the relation of new media art practices to earlier moments in which art and technology have intersected. Topics to be addressed include: the art historical reception of digital works; display strategies for new media; and significant developments in the areas of digital sculpture, photo manipulation, interactive installations, and digital printmaking.

**ART 311**

ANCIENT ART  
3 credits/Patterns

Study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 312**

MEDIEVAL ART  
3 credits/Patterns

The development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is

on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 313**

THE RENAISSANCE IN ITALY  
3 credits/Patterns

A study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 315**

BAROQUE AND ROCOCO ART  
3 credits/Patterns

Styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 319**

MODERN ART  
3 credits/Patterns

Study of developments in late 19th and early 20th century art as they pertain to the rise of modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 320**

ART AFTER 1945  
3 credits/Patterns

This course will explore late 20th century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Contemporary art (art produced since 1980), including important contemporary movements outside the United States and museum culture of the late 20th century, will also be a focus. Prerequisite: 100- or 200-level art history or permission of the instructor.

**ART 460**

INTERNSHIP  
3 credits

The internship is designed to give art history majors and minors the opportunity to gain real world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their course work and their internship experience. Prerequisite: Cumulative GPA of at least 2.5 and approval of the Program Director.

**ART 470**

RESEARCH TOPICS IN ART HISTORY  
3 credits



Analysis and application of methods used in art criticism and research, with emphasis on writing. Subjects of study will vary. Required for art history major but open to qualified advanced general students, with permission of instructor.

**STUDIO COURSES:****ART 102 (F,S)**

DIGITAL ART STUDIO  
3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively.

**ART 220**

ELECTRONIC VISUAL  
COMMUNICATION  
3 credits

Overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies which focus on the dynamic potential of these interactive images. Prerequisite: ART 102

**ART 260-261 (250-251) (F, S)****OIL PAINTING**

3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

**ART 262 (252) (F, S)****PRINT MAKING**

3 credits

Introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

**ART 263****DRAWING**

3 credits

Provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. Study of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media.

**Music****PATTERNS COURSES**

Music History:

- Music 150
- Any 200 level course in the Music History section.
- Any 300 level course in the Music History section.

**COURSE DESCRIPTIONS****Music History**

For the general student, courses in music history do not carry prerequisites; however, the nature of their content will vary in degree of sophistication.

**MUS 110****JAZZ**

3 credits

The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky and recent jazz-rock innovations.

**MUS 115****ANATOMY OF THE OPERA**

3 credits

Concentrated study of selected works representing the stylistic and historical

development of the opera. Orpheus, Marriage of Figaro, Carmen, Otello, Porgy and Bess.

**MUS 150 (101) (F, S)****THE ART OF LISTENING**

3 credits/Patterns I

An exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

**MUS 203****AMERICA'S MUSIC**

3 credits / Patterns

From Plymouth Rock to Woodstock - the cultivated and vernacular traditions in American music. New England psalmody, the Yankee tunesmiths, the camp meetings, minstrelsy, the rise of musical culture in the 19th century, the popular and classical music of the 20th century.

**MUS 204****MASTER COMPOSERS: THE CLASSICISTS AND THE ROMANTICISTS**

3 credits / Patterns

The Classical style of Haydn, Mozart, and Beethoven. The Romantic Movement in Germany, France, and Italy. Major works, principal forms, evolving concepts.

**MUS 211 (F)****EIGHTEENTH CENTURY CLASSICAL MUSIC**

3 credits / Patterns

The development of the classical style in Western European music from the age of the rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

**MUS 212 (S)****NINETEENTH CENTURY ROMANTIC MUSIC**

3 credits / Patterns

A study of 19th-century developments in music. The symphonic poem, art-song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; growth of nationalism.

**MUS 213 (S)****TWENTIETH CENTURY MUSICAL REVOLUTIONS**

3 credits / Patterns

The emergence of new developments in musical composition in the 20th century. Examination of techniques and styles from impressionism to electronic music.

**MUS 300****TOPICS IN THE HISTORY OF MUSIC**

3 credits / Patterns

Subject matter will vary from semester to semester. Open to the general student and to the music major. May be repeated for credit.

**MUS 304****MASTER COMPOSERS: THE IMPRESSIONISTS AND THE MODERNS**

3 credits / Patterns

The cross-pollination of poetry, art, and music leading to the impressionistic style of Claude Debussy. The spirit of artistic revolutions in the 20th century that produced the major changes in music in our own time.

**MUS 305****THE SYMPHONY**

3 credits / Patterns

An examination of the development of one of the musical world's most widely cultivated forms. The growth of the orchestra and orchestral instruments from simple ensembles of the eighteenth century to the mammoth post-romantic orchestra of the late nineteenth and early twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers.

**MUS 310****MINIATURES IN JAZZ AND THE CLASSICS**

3 credits / Patterns

An exploration of the chamber music medium in both popular and classical styles. Improvisational and non-improvisational approaches. The different social backgrounds of the two principal areas. The likenesses and the differences of the musical end-results.

**MUS 311 (F)****EARLY MUSIC**

3 credits / Patterns

The evolution of sacred and secular music from the early Christian church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

**Theory and Composition**

For the general student, courses in theory and composition do not carry prerequisites; however, the general student who has not had MUS 105 and 106 is

advised to use discretion in the selection of other theory and composition courses.

### MUS 105 (F)

#### FUNDAMENTALS OF MUSIC THEORY

3 credits

Introduction to the basic theoretical concepts of music: staff notation, calligraphy, scales, key signatures, intervals, chords, rhythm. Elementary ear training stressing the ability to take melodic and rhythmic dictation and to sing a simple melody at sight. No prior knowledge of music necessary.

### MUS 106 (S)

#### THEORY IN PRACTICE

3 credits

Creative implementation of the theoretical foundations and principles of musical structures. Prerequisite: ability to read music or permission of instructor.

### MUS 214-215 (F, S)

#### HARMONY

3-6 credits

Fall: Basic elements of harmony as found in tonal music: chord succession, voice leading, non-harmonic tones, figured bass. Spring: Stylistic analysis of representative works from the baroque through the romantic period, concentrating on the evolution of harmonic language. Creative work in imitation of each style studied. Open to the general student with permission of instructor.

### MUS 218

#### ELECTRONIC MUSIC I

3 credits

An introduction to the development and application of electronic music from Pierre Schaeffer to Philip Glass. Analog and FM Digital synthesis will be studied.

### MUS 225 (F)

#### ORCHESTRATION

3 credits

A study of the properties, capacities, and functions of orchestral instruments and voices. Analysis of scores and practices of orchestration.

### MUS 301 (S)

#### COUNTERPOINT

3 credits

Principles and techniques of linear writing. Introduction to canon and fugue. Exercises in construction on progressive levels. Open to the general student with permission of instructor.

### MUS 316

#### TOPICS IN THE THEORY OF MUSIC

3 credits

Subject matter will vary from semester to semester. Open to the general student and to the music major. May be repeated for credit.

### MUS 320

#### ELECTRONIC MUSIC II

3 credits

Multi-media processing. Designing, drawing, and digitizing images with computer tools and techniques. Sound and image processing to create multi-media projects on video tape. Prerequisite: MUS 218 or permission of instructor.

**Collegium Musicum:** A vocal and instrumental performing ensemble devoted to the study of musical repertory of all periods which is designed for small groups.

## FOREIGN LANGUAGES AND LITERATURES

### FACULTY

Bernhardt G. Blumenthal, Ph.D., Chair

Professors: Blumenthal, Perfecky, Rudnytsky (emeritus)

Associate Professors: Angerosa,

Assistant Professors: Gómez, Morelli, Ossa

Lecturers: Buckley, DiCamillo, DiMarco, Douglas, Duffy, Giménez, Kilty, LaFleur, Mall, McCann, Oblescuk, Peadar, Regan

### PATTERNS COURSES

#### Literature:

LIT 150, 250

#### Foreign Language:

FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 101-102

or FRN, GER, GRK, ITL, LAT, RUS, SPN 201-202

or FRN 301-302, 303-304, 311-312, 321-322

or GER 301-302, 311-312, 320-321

or ITL 301-302, 311-312, 331-332

or RUS 303-304

or SPN 301-302, 311-312, 321-322.

## COURSE DESCRIPTIONS

### LIT 150

#### MODERN EUROPEAN AND LATIN AMERICAN WRITERS

3 credits/Patterns 1

An examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry and drama. Short critical papers.

### LIT 250

#### SELECTED TOPICS IN WESTERN LITERATURE

3 credits/Patterns 2

An examination of specific topics in modern French, German, Hispanic, Italian and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering or the examination of specific literary movements such as Romanticism, Neo-Classicism, Post-Modernism. Selected works of prose, poetry and drama. Short critical papers.

Descriptions of major programs follow; for dual majors, greater flexibility in individual programs can be arranged in consultation with departmental advisor.

## Classical Languages

### REQUIREMENTS

Required for Major in Classical Languages: 14 courses

- Ten courses in Latin
- Four courses in Greek

## COURSE DESCRIPTIONS

### Greek

#### GRK 101-102

##### ELEMENTARY GREEK

3-6 credits/Patterns 1-2

An introductory study of forms and syntax; includes reading and translation exercises and frequent practice in prose composition.

**GRK 201-202**

## INTERMEDIATE GREEK

3-6 credits/Patterns 1-2 or Concentration  
Option

Review of elementary grammar; readings of selected prose and poetry.

**GRK 301-302**

## GREEK READINGS

3-6 credits/ Patterns 1-2 or Concentration  
Option

Readings selected to meet the individual needs of the students from Homer, lyric poetry, the Greek New Testament, Plato and the drama. May be repeated for credit.

## Latin

**LAT 101-102**

## ELEMENTARY LATIN

3-6 credits/ Patterns 1-2

Thorough grounding in forms and vocabulary.

**LAT 201-202**

## INTERMEDIATE LATIN

3-6 credits/ Patterns 1-2 or Concentration  
Option

Review of elementary grammar; readings of selected prose and poetry.

**LAT 301-302**

## LATIN READINGS

3-6 credits/ Patterns 1-2 or Concentration  
Option

Readings selected to meet the individual needs of the students from Cicero, Livy, Horace, Vergil, Catullus, Ovid, Martial, patristic Latin, medieval Latin, Roman comedy and Latin inscriptions. May be repeated for credit.

**RELATED STUDIES:****CLS 211**

## CLASSICAL MYTHOLOGY

3 credits

A study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy emphasized. Audio-visual presentations, discussions, and research. All readings in English.

**CLS 212**

## CLASSICAL DRAMA

3 credits

Greek and Roman tragedies and comedies in English translation discussed and interpreted in their historical and social environment and compared to modern and contemporary drama. No previous

knowledge of Greek and Latin is required.

**CLS 311**

## GREEK MASTERPIECES IN ENGLISH

3 credits

Some significant works in Greek literature read in English translation and interpreted in terms of their original setting. Application made to contemporary problems. No knowledge of Greek required.

**CLS 312**

## LATIN MASTERPIECES IN ENGLISH

3 credits

The more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature noted. No knowledge of Latin required.

## Modern Languages

### French

**REQUIREMENTS**

Required for Major in French:  
14 courses

- Ten courses in French
- Four courses in second language

**COURSE DESCRIPTIONS****FRN 101-102**

## ELEMENTARY FRENCH

3-6 credits/ Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

**FRN 201-202**

## INTERMEDIATE FRENCH

3-6 credits/ Patterns 1-2 or Concentration  
Option

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations and its traditions of art, music and literature.

**FRN 301-302**

## STRUCTURE AND STYLE

3-6 credits/ Patterns 1-2 or Concentration  
Option

Review of grammatical principles and their practical application in written exercises and in the translation of standard English prose into French.

**FRN 303-304**

## CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration  
Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of French. The conversations are drawn on the cultural activities and perspectives of the speakers of French (holidays, work habits, plight of ethnic minorities, church and family).

**FRN 311-312**

## SURVEY OF FRENCH LITERATURE

3-6 credits/Patterns 1-2 or Concentration  
Option

Readings and discussions in French of selected literary works from the beginnings to 1800 and from 1800 to the present.

**FRN 321-322**

## CIVILIZATION

3-6 credits/Patterns 1-2 or Concentration  
Option

The first semester treats the political, social, intellectual, and artistic developments in France from earliest times to 1870, while the second semester emphasizes these cultural structures as they exist in contemporary French society. Lectures and readings serve as a basis for class discussion in French.

**FRN 401**

## OLD FRENCH LANGUAGE AND LITERATURE

3 credits/Concentration Option

The history of the formation of the French language, with special attention to the phonological and morphological development from Latin. Literary study, using texts in the original, of Alexis, Roland, Guigemar, Aucassin, Vergi, and the poetry of Villon.

**FRN 411**

## SIXTEENTH-CENTURY LITERATURE

3 credits/Concentration Option

Readings and reports on works of representative authors of the 16th century.

**FRN 425**

## CLASSICAL THEATRE

3 credits/Concentration Option

A study of the plays of Corneille, Moliere, and Racine.

**FRN 431**

## EIGHTEENTH-CENTURY LITERATURE

3 credits/Concentration Option

Readings and reports on works of representative authors of the 18th century.

**FRN 447**

## NINETEENTH-CENTURY NOVEL

3 credits/Concentration Option

A study of some of the major novels of the 19th century, including works by Constant, Stendhal, Balzac, Flaubert, Zola, and Huysmans.

**FRN 453**

## MODERN POETRY

3 credits/Concentration Option

A study of French poetry from Nerval and Baudelaire through the symbolists and surrealists to the present.

**FRN 455**

## MODERN THEATRE

3 credits/Concentration Option

A study of the plays of Claudel, Cocteau, Giraudoux, Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco, and Genet.

**FRN 457**

## MODERN NOVEL

3 credits/Concentration Option

A study of the novels of Proust, Gide, Bernanos, Malraux, Sartre, Camus, and Robbe-Grillet.

**German****REQUIREMENTS**Required for Major in German:  
14 courses

- Ten courses in German
- Four courses in second language

**COURSE DESCRIPTIONS****GER 101-102**

## ELEMENTARY GERMAN

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is pro-

vided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

**GER 201-202**

## INTERMEDIATE GERMAN

3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth cultural of German-speaking countries through presentations on their traditions of art, music and literature.

**GER 209-210**

## TRANSLATION OF SCIENTIFIC AND TECHNICAL GERMAN

3-6 credits/Patterns 1-2 or Concentration Option

Translation of selected scientific and technical articles from contemporary journals in bio-medicine, chemistry, economics, geology, computer science, and physics. Emphasis on the practical aspects of translating; training in use of specialized dictionaries and reference sources.

**GER 301-302**

## CONVERSATION AND COMPOSITION

3-6 credits/Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of German. The conversations are drawn on the cultural activities and perspectives of the speakers of German (holidays, work habits, plight of ethnic minorities, church and family).

**GER 311-312**

## THEMES IN GERMAN LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

Major themes from medieval to modern times (love, death, suffering, political, and social involvement). Practice in conversation and composition. May be repeated for credit. Readings and discussions in German.

**GER 320-321**

## STUDIES IN GERMAN CULTURE

3-6 credits/Patterns 1-2 or Concentration Option

Analysis of the contemporary culture of German-speaking countries: life styles, national characteristics, folk tradition. Emphasis on the Germans' view of them-

selves, their view of their recent past. Focus varies from semester to semester.

**GER 401**

## HISTORY OF THE GERMAN LANGUAGE

3 credits/Concentration Option

The German language from its beginning to the present; particularly, the development of sounds, vocabulary, and the formation of standard High German.

**GER 402**

## GERMAN SCRIPT

3 credits/Concentration Option

Development of the ability to read texts in German Script from mid-20th century Europe to 18th century America. Brief history of German Script.

**GER 405**

## MIEVEAL LITERATURE

3 credits/Concentration Option

Study and discussion of German literature from its beginnings to the end of the medieval period.

**GER 421**

## LITERATURE OF THE 17th AND 18th CENTURIES

3 credits/Concentration Option

Study and discussion of the literature of the 17th and 18th centuries excluding the works of Goethe and Schiller.

**GER 431**

## THE CLASSICAL AGE

3 credits/Concentration Option

Study and discussion of the literature of the classical age with special attention to the works of Goethe and Schiller.

**GER 441**

## LITERATURE OF THE 19th CENTURY

3 credits/Concentration Option

Study and discussion of the literature of romanticism, realism, and naturalism.

**GER 451**

## LITERATURE OF THE 20th CENTURY

3 credits/Concentration Option

Study and discussion of modern German literature from 1880 to the present.

**GER 480-481**

## SEMINAR

3-6 credits

Topics of investigation vary from semester to semester. Readings, reports, and discussion in a selected genre (novel, drama, lyric, short story). Seminar paper.

## Italian

### REQUIREMENTS

Required for Major in Italian:  
14 courses

- Ten courses in Italian
- Four courses in second language

### COURSE DESCRIPTIONS

#### ITL 101-102

ELEMENTARY ITALIAN  
3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of speakers of Italian. Information is provided on the geo-political areas in which Italian is spoken and the cultural habits and orientation of its speakers.

#### ITL 201-202

INTERMEDIATE ITALIAN  
3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Italian and Italian culture. They involve further study of the structural and lexical features of Italian based upon topical subjects. They enhance an understanding of the in-depth culture of Italy through presentations on its traditions of art, music and literature.

#### ITL 301-302

CONVERSATION AND COMPOSITION  
3-6 credits/Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Italian. The conversations are drawn on the cultural activities and perspectives of the speakers of Italian (holidays, work habits, plight of ethnic minorities, church and family).

#### ITL 311-312

SURVEY OF ITALIAN LITERATURE  
3-6 credits/Patterns 1-2 or Concentration Option

A comprehensive study of Italian literature from the Middle Ages to modern times, with comparative references to European literatures. Readings and discussions in Italian.

#### ITL 320

STUDIES IN ITALIAN CULTURE

3 credits/Concentration Option

Analysis of contemporary Italian culture: life styles, national characteristics, folk tradition. Emphasis on the Italians' view of themselves, their place in and contributions to contemporary European civilization. Focus varies from semester to semester. May be repeated for credit.

#### ITL 331-332

READING LIST

3-6 credits/Patterns 1-2 or Concentration Option

Gives students an acquaintance with excerpts of Italian writers from Saint Francis of Assisi to the poets of knight-hood (Pulci, Boiardo, Ariosto, Tasso).

#### ITL 401

HISTORY OF THE ITALIAN LANGUAGE

3 credits/Concentration Option

Deals with the Italian language in its origins in the 7th century up to modern times. By means of a very few philologic and glottologic rules, the student will acquire a knowledge of the origins and transformation of Italian from Vulgar Latin, in chronological progression.

#### ITL 451

MODERN AUTHORS

3 credits/Concentration Option

Includes a survey of Italian narrative and poetic production in the late 19th century and in the 20th century.

#### ITL 480-481

SEMINAR

3-6 credits

Topics of investigation vary from semester to semester. Readings, reports and discussions of a selected genre (novel, drama, short story), with special reference to the works of Dante, Leopardi, and Manzoni. Seminar paper.

## Japanese

#### JPN 101-102

ELEMENTARY JAPANESE

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Japanese. Information is provided on the geo-political areas in which Japanese is spoken and the cultural habits and orientation of its speakers. Introduction to the KATAKANA writing system.

## Russian

### REQUIREMENTS

Required for Major in Russian:  
14 courses

- Ten Russian or Slavic courses
- Four courses in second language

### COURSE DESCRIPTIONS

#### RUS 101-102

ELEMENTARY RUSSIAN

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Russian. Information is provided on the geo-political areas in which Russian is spoken and the cultural habits and orientation of its speakers.

#### RUS 201-202

INTERMEDIATE RUSSIAN

3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Russian and Russian culture. They involve further study of the structural and lexical features of Russian based upon topical subjects. They enhance understanding of the in-depth culture of Russia through presentations on its traditions of art, music and literature.

#### RUS 241-242

RUSSIAN LITERATURE OF THE  
19th CENTURY

3-6 credits/Patterns 1-2 or Concentration Option

Romanticism and realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

#### RUS 245-246

SOVIET LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

Socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others.



**RUS 301**

## CONVERSATION AND COMPOSITION

3 credits/Concentration Option

This course involves conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Russian. The conversations are drawn on the cultural activities and perspectives of the speakers of Russian (holidays, work habits, plight of ethnic minorities, church and family).

**RUS 302**

## SCIENTIFIC RUSSIAN

3 credits/Concentration Option

Theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy.

**RUS 303-304**

## ADVANCED READINGS AND COMPOSITION

3-6 credits/Patterns 1-2 or Concentration Option

Selected readings of 19th and 20th century Russian prose and verse. Translation of selected scientific articles. Intensive exercises in translating standard English prose into Russian.

**RUS 401**

## HISTORY OF THE RUSSIAN LANGUAGE

3 credits/Concentration Option

Historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian.

**RUS 402**

## OLD RUS' LITERATURE

3 credits/Concentration Option

Selected readings from the epic, annalistic, and hagiographic literature from the 11th to the 17th centuries with special emphasis on Igor Tale and the Primary, Kievan, and Galician-Volynian chronicles. The beginnings of fiction.

**RELATED STUDIES:****SLA 320**

## THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES

3 credits

Lectures and readings on independent nations of the Commonwealth of Independent States, plus the Tatars and the Jews. An in-depth view of the territory, demography, culture, media, education, language, and national attitudes of the various nations of this new union.

**SLA 403**

## UKRAINIAN

3 credits

The study of the phonology, morphology, syntax, and vocabulary of a second Eastern Slavic language, Ukrainian, by noting the differences that exist between it and Russian.

**SLA 404**

## POLISH

3 credits

The study of the phonology, morphology, syntax, and vocabulary of a Western Slavic language, Polish, by noting the differences that exist between Polish, Russian, and Ukrainian.

**Spanish****REQUIREMENTS**

Required for Major in Spanish:

14 courses

- Ten courses in Spanish
- Four courses in second language
- Recommended: History 307, 308

**COURSE DESCRIPTIONS****SPN 101-102**

## ELEMENTARY SPANISH

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

**SPN 201-202**

## INTERMEDIATE SPANISH

3 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music and literature.

**SPN 301-302**

## CONVERSATION AND COMPOSITION

3-6 credits/Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church and family).

**SPN 307**

## COMMERCIAL SPANISH

3 credits/Concentration Option

Intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

**SPN 311-312**

## SURVEY OF SPANISH LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

An introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

**SPN 313**

## SURVEY OF SPANISH AMERICAN LITERATURE

3 credits/Concentration Option

Reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

**SPN 321**

## SURVEY OF SPANISH CIVILIZATION

3 credits/Patterns 1

A cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

**SPN 322**

## SURVEY OF SPANISH AMERICAN CIVILIZATION

3 credits/Patterns 2

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the vicerealties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.



**SPN 350-351**

INTRODUCTION TO  
BILINGUAL-BICULTURAL STUDIES  
3-6 credits/Patterns 1-2 or Concentration  
Option

Linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

**SPN 401**

HISTORY OF THE SPANISH LANGUAGE  
3 credits/Concentration Option

Study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period.

**SPN 405**

LITERATURE OF THE MIDDLE AGES  
3 credits/Concentration Option

Emphasis is placed on such works as *Cantar de Mio Cid*, *Poema de Fernan Gonzalez*, and *Amadis de Gaula*; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marques de Santillana, and los Manrique.

**SPN 411**

RENAISSANCE LITERATURE  
3 credits/Concentration Option

The works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as *Tirant lo Blanc*, *Celestina*, and *Lazarillo de Tormes* form the basis of this period of literary activity.

**SPN 415**

DRAMA OF THE GOLDEN AGE  
3 credits/Concentration Option

Readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderon, Alarcon, and others.

**SPN 419**

CERVANTES  
3 credits/Concentration Option

Readings and discussions of *Don Quixote*. Other important works by Cervantes also discussed.

**SPN 442**

ROMANTICISM  
3 credits/Concentration Option

A study of the early 19th century which analyzes works of such authors and poets

as Larra, Duque de Rivas, Zorrilla, Espronceda, Garcia Gutierrez, Hartzenbusch, and Becquer.

**SPN 443**

POETRY OF THE 19th  
AND 20th CENTURIES

3 credits/Concentration Option

Works by Gabriel y Galan, de Castro, Dario, los Machado, Jimenez, Lorca, Guillen, Otero, and Salinas are considered.

**SPN 448**

THE SPANISH AMERICAN NOVEL

3 credits/Concentration Option

Introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention to works by and about women. Class discussions and examinations in Spanish.

**SPN 457**

THE SPANISH NOVEL OF THE  
19th AND 20th CENTURIES

3 credits/Concentration Option

Reading and discussion of Spanish authors, their ideology and philosophies: Fernan Caballero, Galdos, Valera, Pio Baroja, Ala, Cela, Delibes, and Goytisolo.

**SPN 480**

SEMINAR

3 credits

Topics of investigation vary from semester to semester.

## GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

**FACULTY**

H. A. Bart, Ph.D., Chair

Professors: Bart, Hoersch, Longo

Assistant Professor: Strieb

## Geology

**FRAMEWORKS COURSES**

GEO 150, 151, 152, 153, 154

**REQUIREMENTS**

Required for Major in Geology:  
15 courses

- GEO 150 or 151, 202, 203, 204, 205, 301, 302, 303, 401, 402, plus three elective geology courses at the 200 level or above.
- CHM 111-112. MTH 120.
- Suggested courses: Students anticipating graduate work in geology or closely related areas are advised to elect courses in basic sciences, mathematics, computer science, Russian, German, or French.

**COURSE DESCRIPTIONS****GEO 150 (151) (F,S)**

PLANET EARTH

4 credits / Frameworks

An introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, "Plate Tectonics," and mountain building. Three hours lecture, two hours laboratory and field trip.

**GEO 151 (155)**

ENVIRONMENTAL GEOLOGY (S)

4 credits / Frameworks

An introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, two hours laboratory.

**GEO 152 (153) (F,S)**

OCEANOGRAPHY

3 credits / Frameworks

A study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

**GEO 153 (171)**

FIELD STUDIES IN ENVIRONMENTAL  
SCIENCE

4 credits / Frameworks

An introduction to the field of environmental sciences, including the historical development of the subject, the current state of knowledge, and the development of humans and the impact they have had

on our environment. Three lectures, and three hours laboratory. Course includes mandatory field trips.

### **GEO 154 (F, S)**

#### **ASTRONOMY**

3 credits / Frameworks

A contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth, and the possibility of extraterrestrial intelligence.

### **GEO 202 (F)**

#### **EARTH MATERIALS I**

4 credits

Hand specimen identification of minerals. Study of the growth, internal structure, and physical properties of minerals. Six hours lecture and laboratory. Prerequisites: GEO 151 or permission of instructor.

### **GEO 203 (S)**

#### **EARTH MATERIALS II**

4 credits

Hand specimen description and identification of rocks and their components. Overview of petrologic processes in a tectonic context with emphasis on global chemical cycles. Six hours class and laboratory. Prerequisites: GEO 202 or permission of the instructor.

### **GEO 204 (S)**

#### **OPTICAL MINERALOGY**

4 credits

An introduction to the theory of light transmission in crystals. Use is made of the polarizing microscope to study light phenomena in minerals. Lab is concerned with identification of minerals using thin section and oil immersion techniques. Three hours lecture, three hours laboratory. Prerequisite: GEO 202.

### **GEO 205 (F)**

#### **PALEONTOLOGY AND THE HISTORY OF PLANET EARTH**

4 credits

A review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth. Two hours lecture, three hours laboratory.

### **GEO 270-271**

#### **SPECIAL TOPICS**

3-6 credits

### **GEO 301 (F)**

#### **SEDIMENTOLOGY**

4 credits

Analysis and interpretation of sedimentary processes; classification and analysis of the common sedimentary rocks. Three hours lecture, three hours laboratory. Prerequisites: GEO 203, 204.

### **GEO 302 (S)**

#### **STRATIGRAPHY**

4 credits

An introduction to physical stratigraphy, methods of correlation of rock and time rock units; the interpretation of paleogeography. Two hours lecture, three hours laboratory. Prerequisite: GEO 301.

### **GEO 303 (S)**

#### **STRUCTURAL GEOLOGY**

4 credits

Description and mechanics of structural features such as: folds, joints, faults, lineations and foliations features. Laboratory is concerned with problem solving using geometric and stereographic techniques, cross-sections, and the examination of tectonic forces that cause deformation. Three hours lecture, three hours laboratory. Prerequisites: MTH 113, GEO 203, 204.

### **GEO 304 (S)**

#### **GLOBAL TECTONICS**

3 credits

A review of the literature on the theory of plate movement and study of the dynamic earth system with implications as to the origins of magma, earthquakes, and sea-floor spreading. Three hours lecture, one hour laboratory. Prerequisites: GEO 150 or 151.

### **GEO 305 (S)**

#### **GEOCHEMISTRY**

4 credits

Practical background in basic geochemical principles that can be applied to environmental problems such as global warming, acid rain, smog, acid mine drainage, nuclear waste disposal, and water pollution. Three hours lecture, three hours laboratory. Prerequisites: CHM 111-112, GEO 151 or 153.

### **GEO 401 (F)**

#### **IGNEOUS PETROLOGY**

4 credits

Classification, examination, and analysis of igneous rocks. Petrographic analysis of rock suites in thin section will be used to determine the cooling histories of the rocks. Three hours lecture, two hours

laboratory, field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

### **GEO 402 (F)**

#### **METAMORPHIC PETROLOGY**

4 credits

A review of the metamorphic facies concept with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. Detailed thin-section examination of the various metamorphic zones. Three hours lecture, two hours laboratory, field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

### **GEO 403 (S)**

#### **ECONOMIC GEOLOGY**

3 credits

The study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits. Three hours lecture. Prerequisites: GEO 203, 204; CHM 111, 112.

### **GEO 404**

#### **ENVIRONMENTAL GEOLOGY**

4 credits

An introduction to the fundamentals of environmental geology as related to land-use planning, development of urban areas, geologic processes and land form analyses, and engineering properties of Earth materials. Global development and environmental impact will be emphasized. Three hours lecture, three hours lab. Prerequisites: GEO 202, or permission of instructor.

### **GEO 470 (F)**

#### **TOPICS IN ADVANCED GEOLOGY**

3 credits

Selected topics dealing with contemporary developments in geology.

### **GEO 480 (F, S)**

#### **RESEARCH**

1-4 credits

Supervised research in geology. Can be elected in fall, spring, or summer. Permission of Chair required.

## **Environmental Science**

### **REQUIREMENTS**

Required for Major in Environmental Science: 18 courses

All students are required to take the following 9 Core courses:

- MTH 120
- CHM 111 and 112
- CHM 212 or GEO 305
- BIO 210
- BIO 230
- GEO 153
- GEO 202
- GEO 404

Students select an Environmental Science Concentration in Biology, Chemistry, or Geology. Nine Courses are required in each concentration

## CONCENTRATIONS

### Biology

Students take the following 6 courses:

- BIO 303 or 317 or 319
- Environmental Biology
- BIO 314
- BIO 403
- BIO 404
- CHM 201

Students choose 3 courses from the following:

- BIO 303
- BIO 315
- BIO 316
- BIO 317
- BIO 400
- Toxicology
- BIO 460
- BIO 480
- CHM 202
- GEO 203
- GEO 270
- GEO 301
- PHY 105
- PHY 106

### Chemistry

Students take the following 7 courses:

- BIO 403
- BIO 404
- CHM 201
- CHM 202
- CHM 311
- PHY 105
- PHY 106

Students choose 2 courses from the following:

- BIO 314 or PSY 310
- Toxicology
- CHM 302
- CHM 480 or 481
- GEO 203
- GEO 270
- GEO 301

### Geology

Students take the following 8 courses:

- ECN 351
- GEO 151
- GEO 203
- GEO 204
- GEO 270
- GEO 301
- GEO 303

Students choose 1 course from the following:

- BIO 303
- BIO 314
- BIO 315
- BIO 316
- BIO 317
- BIO 319
- BIO 400
- BIO 403
- BIO 404
- Toxicology
- BUS 201
- CHM 201
- CHM 202
- PHY 105
- PHY 106

Environmental Science majors are encouraged to take the following courses to satisfy university requirements:

- BUS 201
- ECN 351
- Environmental Law
- Environmental Ethics
- Environmental Policy
- ENG 409
- PSY 225

Dr. Henry A. Bart, Chair of the Geology, Environmental Science, and Physics Department, serves as advisor for the Environmental Science Major. Dual advisement with the Biology and Chemistry Departments is available for students interested in either the Biology or Chemistry Concentration in Environmental Science.

## Physics

### FRAMEWORKS COURSE

PHY 150

### COURSE DESCRIPTIONS

#### PHY 105

GENERAL PHYSICS I

4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation.

Prerequisite: MTH 120. Three hours lecture, two hours laboratory.

#### PHY 106

GENERAL PHYSICS II

4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism and DC circuits. Prerequisite: PHY 105. Three hours lecture, two hours laboratory.

#### PHY 120

SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

A study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

#### PHY 121

WOMEN, MEN, SCIENCE, TECHNOLOGY

3 credits

An exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women. No prerequisites.

#### PHY 150 (F, S)

SOME REVOLUTIONS IN PHYSICS

3 credits / Frameworks

A non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity. Current ideas in elementary particle physics.

**PHY 201 (F)**

## COMPUTER ELECTRONICS I

3 credits

Full and Half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/DEMUX; memory; op codes; fetching; computer assembly programming concepts. Prerequisite: CSC 157 and MTH 140.

**PHY 202 (S)**

## COMPUTER ELECTRONICS II

3 credits

Basic electronics, including resistors, capacitors, diodes, transistors and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201.

**PHY 207 (F)**

## MODERN PHYSICS I

3 credits

The breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention to the experiments leading to this break down. Course culminates with the Schrodinger equation and its application to simple potentials. Prerequisites: PHY 105-106; MTH 221 concurrently; or permission of instructor.

**PHY 208 (S)**

## MODERN PHYSICS II

4 credits

Applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; the nucleus and fundamental particles. Three hours lecture, two hours laboratory. Prerequisite: PHY 207.

**PHY 270-271**

## SPECIAL TOPICS

3-6 credits

**HISTORY****FACULTY**

Charles Desnoyers, Ph.D., Chair

Professors: Rossi, Stow

Associate Professors: Desnoyers, Fair, Leibiger, Sheehy

Assistant Professors: Hanson

Core Faculty: Lamonica

**PATTERNS COURSES**

HIS 151, 251

**CORE CONCENTRATION**

HIS 300

**REQUIREMENTS**

Required for History Majors:  
13 courses

In addition to the two core courses (HIS 151 and 251) and the core concentration course (HIS 300), History majors are required to take one additional U.S. History course, two European History courses, two Non-Western History courses, three courses in an area of concentration (U.S. European, or Non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study must also, at the direction of their advisors and with the approval of the Chair, take at least two semesters of a foreign language.

Dual Majors: Depending on the other courses taken by the student whose second major is history, the number of courses required ranges from 10 to 12. *All students, single and dual majors, must take the seminar (2 semesters).* Dual education majors should take the seminar in their junior year instead of the required senior year so as not to conflict with senior student teaching.

Required for History Minors:  
6 courses

Minors must take three core courses listed above plus any three History courses at the 300 level or above. Students who wish to minor in History, but who have not taken HIS 300 as a core concentration, may substitute any History course at the 300 level or above.

Advanced Placement credit in histo-

ry is granted to students who score 4 or above.

**COURSE DESCRIPTIONS****HIS 151**

## GLOBAL HISTORY TO 1500

3 credits / Patterns I

Examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

**HIS 251 (150)**

## GLOBAL HISTORY FROM 1500 TO THE PRESENT

3 Credits/Patterns 2

A study of the evolution and interactions of the cultures of Europe, the Americas, Africa, Asia, and Oceania from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. Students also have the opportunity to further hone their skills in the areas of the historian's craft introduced in HIS 151.

**HIS 300**

## THE UNITED STATES TO 1877

3 Credits/Core Concentration

Traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

**Areas of Concentration****Area I:  
United States History****HIS 305**

## THE UNITED STATES FROM 1877 TO THE PRESENT

3 credits

The second half of the survey begun by the core concentration course, HIS 300. Covers the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between

the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

### HIS 324 (F, S)

#### HISTORY OF PHILADELPHIA

3 credits

The historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00.



### HIS 329 (S)

#### THE AMERICAN WOMAN

3 credits

An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.



### HIS 331 (F, S)

#### AMERICA'S MILITARY PAST

3 credits

The impact of the American military establishment upon American society, and the formation of defense strategy and foreign policy.

### HIS 333 (F, S)

#### THE AMERICAN IMMIGRANT

3 credits

The history of immigration to America and the ethnic impact upon American institutions.



### HIS 337 (F, S)

#### THE BLACK EXPERIENCE IN AMERICA

3 credits

The main themes in black history from the African experience to the present, with special attention given to slavery, protest movements, civil rights, and black achievement.



### HIS 341

#### RUSSIAN-AMERICAN DIPLOMATIC HISTORY

3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

### HIS 342 (F, S)

#### HISTORY OF THE WESTWARD MOVEMENT IN AMERICA

3 credits

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

### HIS 347 (F, S)

#### PRESIDENTIAL POLITICS; ROOSEVELT TO REAGAN

3 credits

Historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

### HIS 402 (F, S)

#### THE AMERICAN REVOLUTION

3 credits

An intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements.

### HIS 413 (F, S)

#### JEFFERSONIAN-JACKSONIAN DEMOCRACY

3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society.

### HIS 415 (F, S)

#### THE AMERICAN CIVIL WAR

3 credits

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox.

### HIS 425 (F, S)

#### AMERICA AS A WORLD POWER, 1939-PRESENT

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents.

### HIS 429 (F, S)

#### THE EMERGENCE OF MODERN AMERICA, 1877-1913

3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

### HIS 447 (F, S)

#### THE UNITED STATES IN THE PACIFIC BASIN

3 credits

The interrelationship of the United States and the East Asian world in the modern period.

## Area II: European History

### HIS 310

#### EUROPE TO 1400

3 credits

Traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

### HIS 311

#### EUROPE FROM 1400 TO THE PRESENT

3 credits

Surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

### HIS 325 (F, S)

#### IMPERIALISM IN THE MODERN WORLD

3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century.

### HIS 328 (F)

#### WOMEN AND HISTORY

3 credits

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to explanations of changed status in successive historical eras; e.g., the Greeks, the Romans, etc.

### HIS 335 (F, S)

#### GREEK CIVILIZATION

3 credits

A survey that stresses the development of Greek civilization until the death of Alexander the Great.



**HIS 336 (F, S)**

## THE ROMAN EMPIRE

3 credits

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

**HIS 338 (F, S)**

## THE EARLY MIDDLE AGES

3 credits

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

**HIS 339 (F, S)**

## THE LATER MIDDLE AGES

3 credits

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

**HIS 343 (F, S)**

## MODERN EUROPE TO 1870:

## THE AGE OF REVOLUTIONS

3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power.

**HIS 345 (F, S)**

## MODERN EUROPE SINCE 1870:

## THE AGE OF VIOLENCE

3 credits

A detailed survey of Europe in the last hundred years.

**HIS 348 (F, S)**

## SLAVIC AND EASTERN

## EUROPEAN HISTORY

3 credits

An examination of the rise of Slavic civilization and the present problems of Eastern Europe.

**HIS 440 (F, S)**

## MODERN IRELAND

3 credits

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

**HIS 452 (F, S)**

## MODERN RUSSIA

3 credits

The history of Russia from 1917 to the present.

**HIS 458 (F, S)**

## RECENT BRITAIN: EMPIRE TO

## WELFARE STATE

3 credits

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life.

## Area III: Non-Western History

**HIS 303**

## ASIA, AFRICA, AND THE AMERICAS:

## 1920 TO THE PRESENT

3 Credits

Traces the beginnings of the breakdown of Western colonialism after World War I, and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the "Third World," the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects of the new century.

**HIS 307 (F, S)**

## LATIN AMERICA: THE

## COLONIAL PERIOD

3 credits

A survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America.

**HIS 308 (F, S)**

## LATIN AMERICA IN REVOLUTION

3 credits

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America.

**HIS 325 (F, S)**

## IMPERIALISM IN THE MODERN WORLD

3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century.

**HIS 344 (F, S)**

## TOPICS IN AFRICAN HISTORY

3 credits

An account of the empires, tribes, and development of Africa from earliest times to the present.

**HIS 346 (F, S)**

## EAST ASIA IN THE MODERN WORLD

3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence.

**HIS 350 (F)**

## TRADITIONAL CHINA TO 1840

3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial western intrusion into this wealthiest and most populous of traditional civilizations.

**HIS 351 (S)**

## MODERN CHINA, 1840 TO

## THE PRESENT

3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China's initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

**HIS 352 (F)**

## TRADITIONAL JAPAN TO 1840

3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world's most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan's "opening" to the west.

**HIS 353 (S)**

## MODERN JAPAN, 1840 TO THE PRESENT

3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way such topics as the

impact of the Meiji Restoration, Japan's "special relationship" with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

**HIS 354 (F, S)** →  
THE MODERN MIDDLE EAST  
3 credits

This course will focus on the Middle East from the Crimean War to the present, with emphasis on the dissolution of the Ottoman Empire, the role of Western imperialism in the creation of modern state in North Africa and West Asia, the Arab-Israeli conflict, oil and Arab nationalism.

**HIS 370/470** →  
SPECIAL TOPICS IN  
THIRD WORLD AREAS  
3 credits

Central America, the Middle East, China, India, etc.

**Other Courses:  
Depending on the  
specific topic, these  
courses can be taken for  
either Area I, II, or III.**

**HIS 340 (F, S)**  
TOPICS IN MODERN HISTORY  
3 credits

An examination of selected topics illustrating the political, social, and cultural history of the modern world.

**HIS 460 (F, S)**  
DIRECTED READINGS  
3 credits

Readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

**HIS 480 (F, S)** ✎  
SEMINAR  
3 credits  
Methodology and historiography; bibliographical essay required.

**HIS 481 (F, S)** ✎  
SEMINAR  
3 credits  
Writing a research paper.

**HIS 482-485**  
SEMINARS  
3 - 6 credits

## INFORMATION TECHNOLOGY

(See Mathematics and Computer Science.)

## INTEGRATED SCIENCE, BUSINESS, AND TECHNOLOGY

### FACULTY

Nancy L. Jones, Director

Professor: Borkowski, Jones

Associate Professors: DiDio

Assistant Professors: Timmerman, Weaver

The ISBT program leads to a B.S. degree and provides a curriculum in which the study of science, technology, mathematics, business, and the liberal arts are integrated to develop a graduate who is uniquely qualified to take an active leadership role in arriving at scientifically and economically informed solutions to real-world problems. Because effective solutions to complex real-world problems require multi-disciplinary teams, the program aims to provide the students with a familiarity with and facility in the use of tools and processes of team-building and project management. This program will build on La Salle's strengths by making the connections among the ethical and moral dimensions as well as the scientific and business aspects of these real-world problems. An important attribute of the ISBT graduates will be their ability to acquire quickly the necessary information and knowledge relevant to a specific problem context.

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology, Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The Biotechnology concentration will prepare students for employment in diagnostic, pharmaceutical, medical, food, agricultural, and other types of biotechnology-based companies. Courses in this concentration will provide students with experience in protein chemistry, tissue culture, microbiology, and molecular biology. The students will also gain a fundamental understanding of the regulations and procedures used by agencies that regulate the biotechnology industry.

Specific regulations to be covered will include GMP, environmental issues (waste disposal, pollution, etc.), patent considerations, and biosafety.

Graduates of the ISBT IKM concentration are "Knowledge Liaisons" who facilitate the flow of information throughout the entire corporate organization. Building on a technical foundation that includes an understanding of data collection methods, database structure, system architecture, and data-mining applications, the Knowledge Liaison shepherds information among corporate divisions, departments, individuals, and the corporate knowledge repository.

The ISBT ENR concentration provides broad understanding of energy and natural resource supply and use. Topics to be emphasized include sustainable energy development, efficiency, natural resource management, environmental concerns, related government policy, risk assessment, and the effect of deregulation on the energy industry. This area of study will address supply chain management in terms of the use and disposal of natural resources. Energy production will be analyzed to include the consideration of the raw materials necessary for production as well as consideration of the waste and by-products resulting from energy production. The technical and economic aspects and the human benefits resulting from this area will be studied.

### CORE COURSES

- ISBT 101-102, 111-112, 201-202, 211-212, 472, 481-482
- BUS 100
- MIS 375

### CONCENTRATION COURSES

- Four additional courses within the student's area of concentration
- Two more courses outside the student's area of concentration

Note: Some courses are currently being designed and have not been assigned course numbers within the program. The proposed course titles are included here.

The ISBT major may, if academic standing permits, elect to participate in a co-op to fulfill part of his or her major requirements. If the co-op option is chosen, the student will need to take three concentration courses in his/her area and one more



advanced course outside the area of concentration.

## COURSE DESCRIPTIONS

### ISBT 101 (F)

#### LIVING SYSTEMS I

4 Credits

This course will provide students with an introduction to biology, chemistry, environmental science, and geology with an emphasis on practical applications. Included in this course will be the fundamentals of computer use including training on how to use the computer to prepare laboratory reports. The course will be laboratory intensive with hands-on group learning experiences. Students will be expected to master basic laboratory skills and gain a degree of comfort in working in the laboratory.

### ISBT 102 (S)

#### LIVING SYSTEMS TECHNOLOGY

4 Credits

Students (working in teams) will be required to select 2-3 technologies that are derived from the sciences they were introduced to in ISBT 101. Students will analyze the technology from its inception to its current status. The analysis will include business considerations, an understanding of the basic science, moral, social, and ethical issues related to the technology, and a summary suggesting a future for the technology. Each team will be required to prepare both written and oral presentations. Prerequisite: ISBT 101.

### ISBT 111 (F)

#### TECHNOLOGY AND SYSTEMS

#### ANALYSIS

4 Credits

This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

### ISBT 112 (S)

#### TECHNOLOGY FOUNDATIONS I:

#### PROCESSES

4 Credits

This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory intensive with hands-on group learning experiences. Upon completion of this course students will be comfortable in a physical science laboratory. Prerequisite: ISBT 111.

### ISBT 201 (F)

#### LIVING SYSTEMS II

4 Credits

This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving. Prerequisite: ISBT 101-102.

### ISBT 202 (S)

#### TECHNOLOGY AND BUSINESS

#### ANALYSIS

4 Credits

This course will continue the student's exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e.: biotechnology, energy and natural resources, and information and knowledge management. Analysis of a technology from each of the areas will

prepare students to choose their area of concentration. Prerequisite: ISBT 111 and 201.

### ISBT 211 (F)

#### INSTRUMENTATION AND

#### MEASUREMENT

4 Credits

This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems. Prerequisite: ISBT 111-112.

### ISBT 212 (S)

#### TECHNOLOGY FOUNDATIONS II:

#### MATERIALS

4 Credits

This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated. Prerequisite: ISBT 211.

### MIS 375

#### PROJECT MANAGEMENT

### ISBT 472

#### REGULATORY AFFAIRS

### ISBT 350, 450

#### COOPERATIVE EDUCATION

### ISBT 481-482

#### CAPSTONE EXPERIENCE

## ELECTIVE COURSES/

## CONCENTRATION COURSES

### BIOTECHNOLOGY

- Biotechnology of Pharmaceuticals
- Biotechnology of Diagnostics
- Molecular Biology and Genetics



- Pharmacology and Toxicology
- Bioinformatics
- Bioprocessing
- Tissue Culture

### INFORMATION AND KNOWLEDGE MANAGEMENT

- Information and Knowledge Management - Foundations
- Modeling and Simulation
- Intelligent Systems
- The Software Industry
- Seminar in IKM

### ENERGY AND NATURAL RESOURCES

- Fundamentals of Energy and Natural Resources
- Role of Energy and Natural Resources in Modern Society.
- Sustainable Energy Development
- Dynamic Control of Energy Systems
- Environmental and Health and Safety Management

## INTERNATIONAL STUDIES MINOR

(See Business Administration)

## LEADERSHIP AND GLOBAL UNDERSTANDING MINOR

Marjorie Allen (English Department),  
Robert Vogel (Education Department),  
Louise Giugliano (University Ministry  
and Service)

This program is designed to make undergraduates more active learners and give them the tools to become truly engaged citizens in the various communities (local, national, global) they will enter after graduation. Our primary objective is to create students who come to understand, value and accept their responsibility to become active citizens in their community, sensitive to cultural diversity, so that they may assume active leadership roles and help others do the same. In order to meet this objective, the minor in Leadership and Global Understanding will integrate service learning, community leadership, intercultural/international

studies, travel study and student-centered pedagogy. But the key to such an objective is the **integrative student centered pedagogy** where students assume primary responsibility for their own learning.

### REQUIREMENTS

Six courses are required for the Leadership and Global Understanding Minor:

- LGU 200  
Introduction to Leadership and Global Understanding
- COM 320  
Communication and Culture (designated sections)
- Three LGU Travel Study Courses: courses with international and domestic travel components appropriate to the aims of the minor (understanding different cultural perspectives, leadership, service learning)

OR

Two LGU Travel Study Courses and one of the following three options:

Cultural Studies Option:

ENG 338

World Literatures: the non-Western Tradition

Religion Option:

REL 251

Peace and Social Justice

REL 353

Social Justice and Community Service

Language Option:

a course from the Cultural Studies option or the Religion option as the elective and the selection of **Foreign Language in the Patterns of Meaning** to fulfill the core curriculum requirements

- LGU 400  
Studies in Leadership and Global Understanding: Capstone Course

### COURSE DESCRIPTIONS

#### LGU 200



INTRODUCTION TO LEADERSHIP AND GLOBAL UNDERSTANDING

3 credits

This experiential course examines the various communities students are members of—the campus community, the city of Philadelphia, the greater Philadelphia area, the nation and the global community. In particular, students will explore the Philadelphia community, its history and the various groups that make it up. The Introduction to Leadership and Global Understanding will introduce the student to the rich diversity of cultural groups in the Philadelphia area. Using Philadelphia as a model, students will learn to see the “community” as multi-layered and will begin to ask important questions about the rights and obligations of citizenship within such a community.

#### LGU 400



STUDIES IN LEADERSHIP AND GLOBAL UNDERSTANDING-CAPSTONE EXPERIENCE

(3 credits)

Studies in Leadership and Global Understanding is a multidisciplinary capstone course whose primary purpose is to integrate travel study courses, designated electives, home and abroad projects, curricular and extracurricular experiences including service learning opportunities of the student as he or she has progressed through the minor. Whereas the introductory course focused on the campus and Philadelphia communities, the capstone course focuses on the bridges between these more immediate communities and the global community with which the student now has some direct experience.

## LIFE SCIENCE MINOR

Directed by: Norbert F. Belzer, Ph.D.,  
Biology Department

### REQUIREMENTS

Required: 6 Courses

- CHM 111 or CHM 161
- BIO 210
- 4 additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300/400-level BIO courses.)

## MATHEMATICS AND COMPUTER SCIENCE

### FACULTY

Linda J. Elliott, Chair

Professors: Longo, McCarty

Associate Professors: Andrilli, DiDio, Kirsch, Knappenberger, McManus, Michalek, Redmond, Wiley

Assistant Professors: Blum, Camomile, Edlin, Elliott, Leister, McCoe, Reichardt, Turk

### POWERS COURSES

CSC 151, 152, MTH 150. (CSC 157 and CSIT 136 also satisfy Powers requirements.)

Select the appropriate CSC Powers course according to major:

- Mathematics and Computer Science majors are required to take CSC 157. This course assumes computer literacy. Depending on a student's background, this course may have a prerequisite.
- Information Technology majors should take CSIT 136.
- Digital Arts and Multimedia Design majors should take CSIT 136.
- Students who plan to minor in Computer Science or take a significant number of Computer Science courses should

take CSC 157.

- Other science majors should take either CSC 152 or CSC 157.
- MIS majors should take CSIT 136. Other Business majors are advised to take CSC 151.
- Students in the remaining majors are advised to take CSC 151.

### REQUIREMENTS

- Required for a major in Mathematics: 15 courses
- Required for a major in Mathematics-Education: 12 + Education courses
- Required for a major in Computer Science: 18 courses (B.A.) or 21 courses (B.S.)
- Required for a major in Information Technology: 17 courses
- Required for a major in Digital Art and Multimedia Design: 16 courses

The department offers major programs in Mathematics, Mathematics-Education, Computer Science, Information Technology, and Digital Arts and Multimedia Design (DArt). The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interest. A departmental advisor will assist students in choosing and proceeding through a selected program.

## MATHEMATICS

### MAJOR IN MATHEMATICS: (15 COURSES)

MTH 120, 221, 222, 240, 302, 322, 341, 410; five additional upper division Mathematics courses with at least one from MTH 330, 345, 424, 430; CSC 157; PHY 105.

### MAJOR IN MATHEMATICS-EDUCATION: (12+ COURSES)

MTH 120, 221, 222, 240, 302, 330, 341, 405, 410; CSC 157; PHY 105; one additional upper division Mathematics course; plus additional courses as specified by the Education Department.

## COMPUTER SCIENCE

The department supports three major Computer Science programs. Two of these major programs provide a traditional, strong foundation in the discipline of Computer Science; one leads to a B.A. degree and the other to a B.S. degree. The third major program leads to a B.S. in Information Technology.

A major goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions. The B.S. program in Computer Science provides the foundation for remaining current in Computer Science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. It is strongly recommended that students in the B.A. program in Computer Science choose an appropriate minor in consultation with a departmental advisor. The Information Technology major is designed for those students interested in the study of networks and client support systems. It is recommended that students in the B.S. program in Information Technology choose a concentration in one of several areas including Mathematics, Technical Writing, Communication, Management, or Digital Arts and Multimedia Design. Students selecting Computer Science or Information Technology as a major will normally choose the focus of their program during their sophomore year.

### B.A. IN COMPUTER SCIENCE: (18 COURSES)

CSC 157, 162, 264, 265, 480, 481, and six additional upper division Computer Science courses with at least three from CSC 352, 354, 362, or 457 (Note: with the approval of the department Chair, upper division CSIT courses may be used.); MTH 140, 240; PHY 201; BUS 100 or BUS 101; two additional approved Business courses.

### B.S. IN COMPUTER SCIENCE (21 COURSES)

CSC 157, 162, 264, 265, 354, 362, 366, 457, 464, 480, 481, and two additional upper division Computer Science courses (Note: with the approval of the department Chair,

upper division CSIT courses may be used.); MTH 120, 140, 221, 240; PHY 105, 106, 201, 202.

### **B.S. IN INFORMATION TECHNOLOGY (17 COURSES)**

CSIT 136, 362, 365, 382, 392, 447, 450, 461; CSC 157, 264, 265, 352, and two additional upper division IT or Computer Science courses; MTH 140; PHY 201, 202.

### **DUAL MAJOR IN COMPUTER SCIENCE (B.A.) – MATHEMATICS: (25 COURSES)**

CSC 157, 162, 264, 265, 480, 481; six additional upper division Computer Science courses with at least three from CSC 352, 354, 362, or 457; MTH 120, 221, 222, 240, 302, 322, 341, 410; four additional upper division Mathematics courses; PHY 201.

### **DUAL MAJOR IN COMPUTER SCIENCE (B.S.) – MATHEMATICS (27 COURSES)**

CSC 157, 162, 264, 265, 354, 362, 366, 457, 464, 480, 481; one additional upper division Computer Science course; MTH 120, 221, 222, 240, 302, 322, 341, 410; three additional upper division Mathematics courses; PHY 105, 106, 201, 202.

### **DUAL MAJOR IN COMPUTER SCIENCE (B.A.) – INFORMATION TECHNOLOGY (23 COURSES)**

CSC 157, 162, 264, 265, 352, 362, 480, 481; four additional upper division Computer Science courses; BUS 100 opr 101; two additional Business courses; PHY 201, 202; MTH 140, 240; CSIT 365, 382, 450, 461.

### **DUAL MAJOR IN COMPUTER SCIENCE (B.S.) – INFORMATION TECHNOLOGY (26 COURSES)**

CSC 157, 162, 264, 265, 352, 354, 362, 366, 457, 464, 480, 481; PHY 105, 106, 201, 202; MTH 120, 140, 221, 240; CSIT 365, 370, 382, 450, 461, and one upper division Information Technology course.

### **FIVE-YEAR BACHELORS / MASTERS DEGREE – COMPUTER SCIENCE (B.A./B.S.) – COMPUTER INFORMATION SCIENCE (M.S.)**

Students may earn either the B.A. or B.S. in Computer Science and the Master of Science in Computer Information Science (M.S. CIS) by participating in the Five-Year Program. The student would satisfy the undergraduate computer science degree requirements for either the Bachelor's of Arts or the Bachelor's of Science during their first four years at the University, earning a minimum of 120 undergraduate credits and maintaining a GPA of 3.0 or better. The student would then enter the Master of Science in Computer Information Science program. The M.S. CIS Program is composed of core, specialized electives, and free electives and/or capstone courses. Individual foundation courses may be waived for those students entering with the B.A. or B.S. For successful completion of the Master's degree, a student must earn 33 graduate credits (maintaining a GPA of 3.0 or better).

### **DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)**

The Digital Arts and Multimedia Design major is a multidisciplinary program incorporating courses from Computer Science, Communication, English, Fine Arts, and Psychology. The core requirements for the major include twelve courses which provide a foundation for the major program of study. The remaining elective courses are chosen from elected courses in DArt departments or from DArt appropriate courses offered by other departments such as Education or Marketing. A capstone senior seminar will include a portfolio of the work produced during the program. A DArt major also may elect to participate in an internship or co-op to fulfill part of the core requirements.

### **B.A. IN DIGITAL ARTS AND MULTIMEDIA DESIGN: (16 COURSES)**

Margaret McCoey, Director

Some courses are currently being designed and have not been assigned course numbers within the program.

The proposed course titles are included with the department name listing: DArt 101, ART 102, CSD210, COM 203, ENG 218, ART 220, CSC/IT 362, ENG 330, CSD 340, DArt 430, Internship/Co-op (DArt) or an additional elective DArt 480, three courses chosen from one block of electives, and one additional free elective within the DArt program:

- Communication: Either COM 201 or COM 204 (Film as Art), COM 304, COM 305
- Computer Science: CSC 157, 264, 265, 352, Database Applications
- Information Technology: CSC 352, CSIT 365, 382, 392
- English/Authoring: ENG 310, ENG 409, ENG 410
- Fine Arts: ART 212, ART 263, MUS 218, MUS 320, other courses to be determined by the Fine Arts Department
- Psychology/Human Computer Interaction: PSY 415, SLH 100, COM 318
- Marketing: BUS 204, MKT 302, 370, 371, other courses to be determined by the Marketing Department

Conditions for Student acceptance into a DArt Internship/Co-op:

- A cumulative GPA of at least 2.5
- A satisfactory review of student portfolio
- Approval of the DArt program Director

### **MINOR IN DIGITAL ARTS AND MULTIMEDIA DESIGN (6 COURSES)**

ART 102, CSD 210, ENG 330, and either ART 220 or CSD 340 and two courses may be selected from the following list (note that the selected courses may not be from the student's major program of study): COM 203, COM 205, CSC 352, ENG 218, ENG 310, ENG 410, MUS 218, MUS 320, MKT 201, MKT 302, MKT 371, DArt 430, Art 212

Special topic courses in the DArt program may be added to the list of electives with the approval of the program Director.

## COURSE DESCRIPTIONS

## Mathematics

**MTH 101 (F)**

## INTERMEDIATE ALGEBRA

3 credits

Algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; systems of linear equations. NOTE: Not to be taken to fulfill major requirements. Students who have other college credits in Mathematics must obtain permission of the department Chair to enroll in this course.

**MTH 113 (F, S)**

## ALGEBRA AND TRIGONOMETRY

4 credits

Review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem solving and modeling. A TI-86 calculator is required.

**MTH 114 (S)**

## APPLIED BUSINESS CALCULUS

4 credits

Introduction to functions and modeling; differentiation and integration of one-variable functions. There will be a particular focus on mathematical modeling and business applications. Applications include: break-even analysis; compound interest; elasticity; inventory and lot size; income streams; supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-83 graphing calculator is required. Prerequisites: CSC 151; successful score on placement exam or MTH 101.

**MTH 117 (F, S)**

## SINGLE-VARIABLE CALCULUS: A MODELING APPROACH

3 credits

Differentiation and integration of single-variable functions. All topics will be motivated by real-life examples. Students will do a semester-long project involving defining a project, collecting data, finding an appropriate model, and analyzing the model using the tools of calculus. A TI 83 graphing calculator is required.

**MTH 118 (F, S)**

## MULTI-VARIABLE CALCULUS AND MATRIX THEORY

3 credits

This is a continuation of MTH 117. Multi-variable functions and their opti-

mization; elementary matrix algebra; optimization of a system of linear equations with constraints; the simplex method; an introduction to elementary probability. A TI 83 graphing calculator is required. Prerequisite: MTH 117 and CSC 151 (which may be taken concurrently).

**MTH 120 (F, S)**

## CALCULUS AND ANALYTIC GEOMETRY

4 credits

Functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives, the definite integral and approximations; the fundamental theorem of calculus; applications of integration including areas and volumes. A TI-86 calculator is required. Prerequisite: MTH 113 or equivalent in secondary school Mathematics.

**MTH 140 (S)**

## DISCRETE MATHEMATICS

3 credits

Propositional logic, Boolean algebra, DeMorgan's Laws, and Karnaugh maps; sets; basic properties of integers; matrix operations; permutations, combinations, and elementary probability and statistics; functions; relations; and equivalence relations; partial orderings.

**MTH 150 (F, S)**

## MATHEMATICS: MYTHS AND REALITIES

3 credits/Powers

Overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen; logical reasoning, uses & abuses of percentages, interpreting statistical studies & graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and healthcare, lotteries and games of chance, and financial mathematics.

**MTH 221 (F, S)**

## CALCULUS AND ANALYTIC GEOMETRY II

4 credits

Techniques of integration for various functions including algebraic, trigonometric, logarithmic, and exponential functions; inverse functions; improper integrals; additional applications of integration; parametric equations; polar coor-

dinates and the calculus of polar functions; conic sections; introduction to infinite series. Prerequisite: MTH 120.

**MTH 222 (F)**

## CALCULUS AND ANALYTIC GEOMETRY III

4 credits

In-depth treatment of infinite series. Three-dimensional geometry including equations of lines and planes in space, vectors. An introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization and multiple integration. Applications of partial differentiation and multiple integration. Prerequisite: MTH 221.

**MTH 240 (F)**

## LINEAR ALGEBRA AND APPLICATIONS

3 credits

Systems of linear equations; matrices; determinants; real vector spaces; basis and dimension; linear transformations; eigenvalues and eigenvectors; orthogonality; applications in mathematics, computer science, the natural sciences, and economics. Prerequisite: MTH 221.

**MTH 302 (S)**

## FOUNDATIONS OF MATHEMATICS

3 credits

Propositional logic; methods of proof; sets and cardinality; basic properties of integers; elementary number theory; structure of the real numbers; limits and continuity; sequences; functions and relations; equivalence relations; abstract vector spaces and linear transformations; inner product spaces. Prerequisites: MTH 221 and MTH 240.

**MTH 322 (S)**

## DIFFERENTIAL EQUATIONS

3 credits

Analytical, graphical, and numerical techniques for first and higher order differential equations; power series and Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences. Prerequisite: MTH 221.

**MTH 330 (F 2004, 2006)**

## MODERN GEOMETRIES

3 credits

Topics from Euclidean geometry including motions and similarities, collinearity and concurrence theorems, compass and straightedge constructions; the classical

non-Euclidean geometries; finite geometries. Prerequisite: MTH 240.

### **MTH 341 (F)**

#### **ABSTRACT ALGEBRA**

3 credits

Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings. Prerequisite: MTH 302.

### **MTH 345 (F 2003, 2005)**

#### **COMBINATORICS**

3 credits

Permutations and combinations; generating functions; recurrence relations and difference equations; inclusion/exclusion principle; derangements; other counting techniques, including cycle indexing and Polya's method of enumeration. Prerequisite: MTH 221.

### **MTH 370, 371, 372, 373**

#### **SELECTED TOPICS IN MATHEMATICS**

3 credits

An introduction to specialized areas of mathematics. The subject matter will vary from term to term. Prerequisite: Junior Mathematics Standing.

### **MTH 405 (F 2003, 2005)**

#### **HISTORY OF MATHEMATICS**

3 credits

Historical development of arithmetic, algebra, geometry, and analysis beginning in ancient times (Near East and Greece); preservation of knowledge during the Middle Ages by the Moslems; explosion of ideas during the Renaissance and Enlightenment; present-day perspectives. The contributions of such important figures as Euclid, Archimedes, Descartes, Newton and Leibniz, the Bernoullis, Euler, Gauss, and Cantor will be featured. Prerequisite: MTH 302.

### **MTH 410 (F 2003, 2005)**

#### **PROBABILITY AND STATISTICS I**

3 credits

Sample spaces and probability measures; descriptive statistics; combinatorics, conditional probability and independence; random variables, joint densities and distributions; conditional distributions; functions of a random variable; expected value and variance; Chebyshev's inequality; correlation coefficient; laws of large numbers; the Central Limit Theorem; various distribution models; introduction to confidence intervals. Prerequisite: MTH 222.

### **MTH 411 (S 2004, 2006)**

#### **PROBABILITY AND STATISTICS II**

3 credits

Measures of central tendency and variability; random sampling from normal and non-normal populations; estimation of parameters; maximum likelihood estimates; confidence intervals and hypothesis testing; normal, chi-square, Student's *t* and *F* distributions; analysis of variance; randomized block design; correlation and regression; goodness of fit; contingency tables. Prerequisite: MTH 410.

### **MTH 421 (S 2005, 2007)**

#### **NUMERICAL ANALYSIS**

4 credits

Basic concepts; interpolation and approximations; summation and finite differences; numerical differentiation and integration; roots of equations. Prerequisites: MTH 222, CSC 157.

### **MTH 424 (S 2004, 2006)**

#### **COMPLEX VARIABLES**

3 credits

Analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MTH 222, or permission of the instructor.

### **MTH 425 (F 2004, 2006)**

#### **MATHEMATICAL MODELING**

3 credits

Uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods interpolation, interactive dynamic systems, and simulation modeling. Prerequisite: MTH 221.

### **MTH 430 (S 2005, 2007)**

#### **TOPOLOGY**

3 credits

Topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 302.

### **MTH 470, 471, 472, 473**

#### **SELECTED TOPICS IN MATHEMATICS**

3 credits

An introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. Prerequisite: Senior Mathematics Standing.

## **Computer Science**

### **CSC 151 (F, S)**

#### **INTRODUCTION TO COMPUTING USING PACKAGES**

3 credits/Powers

Survey of computers and computer systems; problem solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151, CSC 152, and CSIT 136.

### **CSC 152 (F, S)**

#### **INTRODUCTION TO COMPUTING; MATHEMATICS/SCIENCE APPLICATIONS**

3 credits/Powers

Survey of computers and computer systems; problem solving and computer applications for science and mathematics including data analysis and regression; introduction to a PC-based Graphical User Interface/windowed operating system; word processing; design and use of electronic spreadsheets; presentation software; Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151, CSC 152, and CSIT 136.

### **CSC 157 (F, S)**

#### **COMPUTING AND PROBLEM SOLVING**

4 credits

Development of computer problem solving techniques and algorithms. Introduction to an object-oriented language; control structures; data structures. Three hours of lecture and two hours of laboratory per week. Prerequisites: CSIT 136 or CSC 152 or demonstrated programming ability.

### **CSC 162 (F, S)**

#### **INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS**

4 credits

Continuation of CSC 157 using an object-oriented programming language and design methodologies. Abstract data types including lists, stacks, queues, and binary trees. Recursive techniques, searching and sorting algorithms. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 157.

**CSC 264 (F)**

## DATA BASE MANAGEMENT SYSTEMS

3 credits

Components of data base systems, data base models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, social and ethical concerns. Implementation of case studies using a relational DBMS. Prerequisite: CSC 162 or permission of the department Chair.

**CSC 265 (S)**

## PC APPLICATIONS

3 credits

Object-oriented and event-driven Visual Basic programming; stand-alone projects; automation of various software packages including word processors and spreadsheets. Prerequisite: CSC 157.

**CSC 352**

## COMPUTERS, ETHICS, AND SOCIAL VALUES

3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the September 11<sup>th</sup> attack; effects of computers on work and society; responsibilities and risks of computing. Prerequisite: CSC 264 or CSC 362.

**CSC 354 (F)**

## DATA STRUCTURES

33 credits

An object-oriented approach to a variety of data structures, together with their classic algorithms, run-time cost, and applications; stacks, queues, priority queues, trees; hash tables; graphs; recursion; searching and sorting. Prerequisite: CSC 162.

**CSC 360 (F, S)**

## INTERNSHIP

3-6 credits

Prerequisite: Permission of department Chair.

**CSC 362 (F)**

## COMMUNICATION NETWORKS AND COOPERATIVE PROCESSING

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Student projects

may include LAN design and administration. Prerequisite: Advanced Standing in CSC. Credit will not be given for both CSC 362 and CSIT 362.

**CSC 366 (S 2004, 2006)**

## LANGUAGE THEORY AND DESIGN

3 credits

Programming languages; historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation and application domains. Language paradigms including procedural, functional, logic, object-oriented, and non-sequential processing. Prerequisite: CSC 354.

**CSC 370, 371, 372, 373, 374, 375, 376, 377**

## SELECTED TOPICS IN COMPUTER SCIENCE

3 credits

An introduction to specialized areas of computer science. The topics will vary from term to term. Prerequisite: Junior Computer Science Standing.

**CSC 450, 451 (F, S)**

## COOPERATIVE EDUCATION

3-6 credits

Prerequisite: Permission of department Chair.

**CSC 453**

## COMPUTER GRAPHICS

3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation. Graphical methods for forming various geometric figures (e.g., lines, circles, polygons). Representations of two- and three-dimensional objects. Other topics include: transformations, windows and clipping, hidden line/surface removal. Prerequisite: CSC 354.

**CSC 456**

## ARTIFICIAL INTELLIGENCE

3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI in practice: game playing, expert, natural language understanding, learning, perceiving, and robotic systems. Prerequisite: CSC 264 and 265.

**CSC 457 (S 2003, 2005)**

## OPERATING SYSTEMS

3 credits

Principles and concepts of process and resource management in operating systems. I/O programming; interrupt mechanism, memory management; processor management; scheduler; traffic controller; device management; and information management and file systems. (Note: Credit will not be given for both CSIT 447 and CSC 457.) Prerequisite: CSC 354.

**CSC 464 (S 2003, 2005)**

## THEORY OF ALGORITHMS

3 credits

Problem solving strategies including: divide and conquer, greedy, backtracking, and dynamic programming; complexity analysis of algorithms; introduction to complexity classes P and NP, with strategies for NP-complete problems. Prerequisite: CSC 354.

**CSC 470, 471, 472, 473**

## SELECTED TOPICS IN COMPUTER SCIENCE

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. Prerequisite: Senior Computer Science Standing

**CSC 480 (F)**

## PROJECT DESIGN

3 credits

Basic concepts and major issues of project design using a software engineering approach; project planning; cost estimation; requirements definition. Requires a team project to design a software system. Prerequisite: Senior Computer Science standing.

**CSC 481 (S)**

## PROJECT IMPLEMENTATION

3 credits

A continuation of CSC 480; Implementation issues; programming language features; validation techniques; software maintenance. Requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 480.

## Computer Science / Digital Arts and Multimedia Design

### CSD 210 (F,S)

#### CREATING MULTIMEDIA

3 credits

The fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive and 3D graphics, animation, digital video and audio); integration into Web publications; standard multimedia formats; multimedia development tools; Web authoring tools; high-performance Web playback; students will specify, design, and develop Web-based projects. This course does not satisfy computer science major requirements. Prerequisite: CSIT 136, CSC 151, or CSC 152.

### CSD 340

#### WEB SCRIPTING

3 credits

Creation of dynamic and interactive documents for the Internet; study of the navigator object, the document object, the form object, language object; relationship between HTML and current scripting languages; fundamentals of scripting language design; database concepts required to interact with Web-based documents and the supporting server applications; event-driven interactions; current technology strategies; the future of scripting functions. Prerequisite: ENG 330 or permission of the DArt Director.

### DART 101 (F,S)

#### INTRODUCTION TO DIGITAL ARTS

3 credits

Critical analysis of interactive media through consideration of aesthetic, psychological, sociological, technical, legal and ethical dimensions of digital communication; the theoretical bases of web page design and other interactive.

### DART 430 (F)

#### ADVANCED AUTHORING

3 credits

Methods to blend graphics, design, content and multimedia components into a single digital media; methods for merging these components; advanced and emerging technologies involving digital authoring including advanced graphics and multimedia designs, and current technology trends; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340.

### DART 480 (S)

#### SENIOR SEMINAR

3 credits

Digital media issues concerning community, psychology, communication, aesthetic, technical, legal, moral, ethical and marketing; multimedia project management; completion of portfolio. Prerequisite: DArt 430.

## Information Technology

### CSIT 136 (F,S)

#### INTRODUCTION TO INFORMATION TECHNOLOGY

3 credits/Powers

Hardware and software components of a computing system; Internet, including electronic mail and the World Wide Web; introductory network concepts including internets and intranets; hands-on hardware; introductory operating system concepts; help desk software and concepts including tracking algorithms; computing ethics and social issues; licensing agreements (privileges and constraints); maintenance agreements; introductory programming. Credit will be given for only one of CSIT 136 CSC 151, and CSC 152.

### CSIT 360 (F,S)

#### INTERNSHIP

3-6 credits

Prerequisite: Permission of department Chair.

### CSIT 362 (F)

#### COMMUNICATION NETWORKS AND COOPERATIVE PROCESSING

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Note: Credit will not be given for both CSC 362 and CSIT 362. Prerequisite: Advanced Standing.

### CSIT 365 (S)

#### CLIENT SUPPORT

3 credits

Historical context of technical support and the components of a help desk; cost analyses, tools and technologies and their evaluation; performance metrics; software and hardware installation and support. One lecture hour and two laboratory hours per week. Prerequisite: CSIT 362.

### CSIT 370, 371, 372, 373

#### SELECTED TOPICS IN INFORMATION TECHNOLOGY

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. Prerequisite: Advanced Standing.

### CSIT 382 (S)

#### LANs AND NETWORK ADMINISTRATION

3 credits

A practical approach to network administration methodology using current technologies; network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 362.

### CSIT 392 (S)

#### E-COLLABORATION

3 credits

Study of the technical design of groupware systems, shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 362.

### CSIT 447 (F)

#### APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS

3 credits

Principles and concepts of process, task, and resource management including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems; major trends in the networking of systems including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 447 and CSC 457.) Prerequisite: CSIT 362.

### CSIT 450, 451

#### COOPERATIVE EDUCATION

3-6 credits

Prerequisite: Permission of department Chair.



**CSIT 461 (S)****TELECOMMUNICATIONS AND TELEPHONY**

3 credits

Telephone network architecture; telephone hardware; local loop; numbering scheme; carriers; lines and trunks; PBX and Centrex; CTI; traffic engineering; cellular technology; telephone standards and regulation; cable and multimedia networks; frame-relay, ISDN, ATM, SONET; messaging; security. Prerequisite: CSIT 362.

**MILITARY SCIENCE**

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

**COURSE DESCRIPTIONS****MSC 101 (F)****INTRODUCTION TO MILITARY SCIENCE I**  
1 credit

An introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

**MSC 102 (S)****INTRODUCTION TO MILITARY SCIENCE II**  
1 credit

Continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs and practical experience in military leadership.

**MSC 201 (F)****FUNDAMENTALS OF LEADERSHIP**  
2 credits

This course is designed to examine the basic leadership and management functions in relationship to individual and

group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors which provide the foundation for organizational success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

**MSC 202 (S)****FUNDAMENTALS OF LEADERSHIP II**  
2 credits

This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

**MSC 301 (F)****LEADERSHIP AND MANAGEMENT I**  
3 credits

This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders. Prerequisites: Must have completed MSC 101, 102, 201, and 202 or ROTC Basic Camp. Note: This class is held at Drexel University.

**MSC 302 (S)****LEADERSHIP AND MANAGEMENT II**  
3 credits

This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC Advanced Camp in the summer. Prerequisite: Must have completed MSC 301. Note: This class is held at Drexel University.

**MSC 401 (F)****LEADERSHIP DIMENSIONS AND PRACTICE**  
3 credits

This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model, and the ethical challenges facing the military leader. Prerequisites: Completion of MSC 301 and

302, or special permission of the Professor of Military Science. Note: This course is held at Drexel University.

**MSC 402 (S)****CONTEMPORARY MILITARY POLICY**  
3 credits

The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army. Prerequisite: Completion of MSC 401. Note: This course is held at Drexel University.

**MUSIC**

(See Fine Arts.)

**PHILOSOPHY****FACULTY**

Marc R. Moreau, Ph.D., Chair  
Professors: Kerlin, Van Fleteren  
Associate Professors: Dallery, Tsakiridou  
Assistant Professors: Dobie, Garvie, Moreau, Volpe  
Associate Faculty: William Sullivan, Ph.D.

**PATTERNS COURSES**

PHL 151, 152

**PATTERNS 2 COURSES**

- General Topics: PHL 201, 206, 212, 264, 267, 269.
- Special Interest: PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470. You may take one or two courses in philosophy to fulfill your Core IA requirement.

## REQUIREMENTS

Required for Major in Philosophy:  
13 courses

- Patterns course
- PHL 311, 313 or 323
- PHL 264 or 325
- PHL 326, 327, 328, 329, 330, 480
- Four other courses beyond the Patterns 1 level.

## COURSE DESCRIPTIONS

### PHL 151

#### THE HUMAN PERSON

3 credits/Patterns

The Nature of the human person is studied from philosophical perspectives that seek to integrate the biological, social, political and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, mortality and immortality, the individual and society, the meaningful and the absurd, human origins and human ends.

### PHL 152

#### MORAL CHOICE

3 credits/Patterns

Classic moral theories are explored for fundamental principles of action and ideals of character that have substantial claims as cogent frameworks for moral choice. Possible topics include the nature of virtue and happiness, principles of social justice, egoism and self-interest theory, moral and cultural relativism, and concepts of moral responsibility. General principles will be applied to concrete moral issues.

### PHL 206

#### SOCIAL AND POLITICAL PHILOSOPHY

3 credits

A critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, the natural and the social sciences.

### PHL 212 (F)

#### CURRENT ETHICAL ISSUES

3 credits/ Patterns 2 or Concentration

Option

An application of ethical principles to present-day moral problems and controversies. Issues include sexual behavior, nuclear war, abortion and economic justice. Readings drawn mainly from con-

temporary philosophical authors.

### PHL 213 (F)

#### PHILOSOPHY OF SPORTS

3 credits/ Patterns 2 or Concentration

Option

A philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism.

### PHL 222 (S)

#### LOVE AND HUMAN SEXUALITY

3 credits/ Patterns 2 or Concentration

Option

A philosophical exploration of human love and sexuality. Attention will be given to the connection between the philosophical approach and that of other disciplines. Works by authors such as Plato, Aristotle, Thomas Aquinas, Santayana, Ortega y Gasset and Sartre will be read.

### PHL 223 (S)

#### PERSPECTIVES ON DEATH

3 credits/ Patterns 2 or Concentration

Option

A study of various philosophical strategies for coming to terms with human death. Western and non-Western sources will be used. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing careers in the health professions.

### PHL 264 (F, S)

#### CRITICAL THINKING

3 credits / Patterns 2 or Concentration

Option

Aims at developing the skill of analyzing, interpreting and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies.

### PHL 265 (F, S)

#### PHILOSOPHY OF ART

3 credits / Patterns 2 or Concentration

Option

This is an introductory course to the philosophical study of art (aesthetics). Classical and modern theories are examined including the works of Plato, Aristotle, Plotinus, Kant and Hegel. Contem-

porary philosophers are also discussed. Special attention is given to the following topics: beauty, aesthetic experience, censorship, art criticism, the moral value of art, art and religion, art and the state (propaganda). Topics are considered in a contemporary context and students are invited to apply what they learn to current issues and problems in art culture. Prerequisites: PHL 151 or 152.

### PHL 267 (F, S)

#### PHILOSOPHICAL APPROACHES TO GOD

3 credits/ Patterns 2 or Concentration

Option

A study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience.

### PHL 269 (F, S)

#### WORK AND CULTURE

3 credits/ Patterns 2 or Concentration

Option

A philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, work and alienation.

### PHL 270

#### SPECIAL TOPICS

3 credits/ Patterns 2 or Concentration

Option

Some recent topics have included:

- Philosophy and Literature
- Philosophy and Photography
- Post-Modernism
- East European Philosophy
- Art and Facism

### PHL 303 (S)

#### AMERICAN PHILOSOPHY

3 credits/ Patterns 2 or Concentration

Option

A critical history of thought in North America tracing its gradual transformation from seventeenth century Puritanism to twentieth century pragmatism.

### PHL 306 (F, S)

#### ENVIRONMENTAL PHILOSOPHY

3 credits / Patterns 2 or Concentration

Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. We will consider,



among other things, the moral standing of animals as well as other living beings, deep ecology, ecofeminism and social ecology. We will consider what kind of social action is permissible in defense of the environment. Prerequisites: PHL 151 or PHL 152 or permission of the department chair.

**PHL 308 (S)**

## THE PHILOSOPHY OF HISTORY

3 credits/ Patterns 2 or Concentration

Option

A study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, perspective and relativity in history. The great schemes of historical interpretation also considered.

**PHL 309 (F)**THE PHILOSOPHY OF  
THOMAS AQUINAS

3 credits/ Patterns 2 or Concentration

Option

A study of the philosophical problems which arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from *Essence and Existence* and the *Summa Theologiae*.

**PHL 310 (S)**

## EXISTENTIALISM

3 credits/ Patterns 2 or Concentration

Option

An approach to contemporary phenomenology and existentialism through philosophers such as Husserl, Heidegger, and Sartre. Topics include: the phenomenological method, human existence as process, meaning vs. absurdity, and the overcoming of alienation.

**PHL 311**

## PROBLEMS OF KNOWLEDGE

3 credits/ Patterns 2 or Concentration

Option

A systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth, role of observation, perspective and conceptualization in the justification of knowledge claims.

**PHL 313**

## METAPHYSICS

3 credits/ Patterns 2 or Concentration

Option

A study of the ways in which major philosophers have answered questions about the basic nature of reality.

**PHL 323**

## THE PHILOSOPHY OF SCIENCE

3 credits/ Patterns 2 or Concentration

Option

The impact of scientific revolutions on observations and rationality in science studied through the writings of Kuhn and Feyerabend and others. Critical examinations of such concepts in science as scientific method, induction, verification, and falsification.

**PHL 325 (S)**

## SYMBOLIC LOGIC

3 credits/ Patterns 2 or Concentration

Option

A study of the following aspects of symbolic logic: truth functional logic, quantificational logic, logic of relations, proofs of adequacy for the system used, undecidability and incompleteness, the relationship between modern logic and Aristotelian logic.

**PHL 326**HISTORY OF WESTERN PHILOSOPHY:  
ANCIENT PERIOD

3 credits/ Patterns 2 or Concentration

Option

Philosophy in ancient Greece and Rome, with concentration on Plato and Aristotle.

**PHL 327**HISTORY OF WESTERN  
PHILOSOPHY: MEDIEVAL AND  
RENAISSANCE PERIODS

3 credits/ Patterns 2 or Concentration

Option

From St. Augustine through the age of scholasticism to the Renaissance.

**PHL 328**HISTORY OF WESTERN PHILOSOPHY:  
MODERN PERIOD

3 credits/ Patterns 2 or Concentration

Option

From Hobbes and Descartes to the Enlightenment, with concentration on the rationalists, empiricists, and Kant.

**PHL 329**HISTORY OF PHILOSOPHY:  
CONTEMPORARY PERIOD

3 credits/ Patterns 2 or Concentration

Option

A survey of the principal philosophical movements of the last 100 years. Logical positivism, linguistic analysis, phenomenology, existentialism, and deconstructionism.

**PHL 330-336 (F)**

## THE GREAT PHILOSOPHERS

3 credits/ Patterns 2 or Concentration

Option

An in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker and his/her work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Jacques Maritain.

**PHL 339**

## GENDER, BODY, AND CULTURE

This course will analyze various social and cultural practices by which gender identity is inscribed on women's bodies and men's bodies across class and racial differences. Strategies of resistance to dominant norms of identity and modes of embodiment will also be explored. The course will also focus on the problem of an adequate representation of sexual difference in current feminist theory and its implications for political and social change. Prerequisites: One course in philosophy.

**PHL 341**

## MINDS, BRAINS, AND MACHINES

3 credits/ Patterns 2 or Concentration

Option

An examination of human consciousness with a special emphasis on theories influenced by recent developments in psychology, in computer science, and in neurobiology. Topics include the relation between the mind and the brain, the possibility of building conscious machines, and the mental life of animals.

**PHL 350 (F)**

## BUSINESS ETHICS

3 credits/ Patterns 2 or Concentration

Option

Business practices evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision making and to the ethical problems of consumerism and government control.

**PHL 370**

## SPECIAL TOPICS

3 credits/ Patterns 2 or Concentration

Option

**PHL 470**  
SPECIAL TOPICS  
3 credits

**PHL 480 (S)**  
SEMINAR  
3 credits

An investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of Chair.

## PHYSICS

(See Geology, Environmental Science, and Physics.)

## POLITICAL SCIENCE

### FACULTY

Elizabeth Paulin, Ph.D., Chair

Associate Professor: Brogan

Assistant Professors: Balchunis-Harris, Hill

Lecturers: Dubin, Foley, Shea, Turzanski

### CORE COURSE: POWERS (NUMBERS) POL 213, FRAMEWORKS OF SCIENTIFIC UNDERSTANDING

POL 151

### REQUIREMENTS

Required for Major in Political Science 16 courses

- American Government: POL 151, plus a second course in the area of American Government or POL 363
- Comparative Government: POL 120, 221
- International Politics: POL 240, 341
- Political Theory: POL 260, 361
- Five electives in political science (excludes POL 461)
- Senior Seminar: POL 480, 481
- ECN/POL 213 – Introductory Statistics for Economics and Political Science

All political science courses except 460, 461, 480, and 481 are open to all students.

Dual Majors: Two of the five required political science electives are waived. In addition, the seminar requirement is waived for those whose second major is political science if a seminar is required in the other major.

Required for Minor in Political Science: 6 courses

- POL 151
- Five electives in political science (excludes POL 460, 461, 480, and 481)

### COURSE DESCRIPTIONS

#### POL 151 (F, S)

PRINCIPLES OF AMERICAN GOVERNMENT

3 credits / Core: Frameworks of Scientific Understanding

This course provides an overview of the principles, institutions, and decision-making processes of American Government. The course focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. Required of all political science majors and minors.

## American Government

#### POL 215 (F, S)

PUBLIC ADMINISTRATION

3 credits

An introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making.

#### POL 301 (S)

STATE AND LOCAL GOVERNMENT

3 credits

A study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization, and functions.

#### POL 302 (F)

AMERICAN CONSTITUTIONAL LAW I

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, the commerce and fiscal clauses of the Constitution.

#### POL 303 (S)

AMERICAN CONSTITUTIONAL LAW II

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, equal protection and political rights. (Strongly recommended: Constitutional Law I).

#### POL 304 (S)

CONGRESS AND THE LEGISLATIVE PROCESS

3 credits

The role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

#### POL 305 (S)

THE PRESIDENT AND THE EXECUTIVE BRANCH

3 credits

An examination of the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of Presidential elections, the institution of the Presidency, Presidential-Congressional relations, and the limits of Presidential power.

#### POL 310 (F)

POLITICAL PARTIES AND ELECTIONS

3 credits

A view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

#### POL 311 (S)

WOMEN IN POLITICS

3 credits

An introduction to the history and issues associated with the movement for



women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

**POL 314 (F)****MASS MEDIA AND POLITICS**

3 credits

An examination of the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

## Comparative Government

**POL 120 (F)****GOVERNMENTS OF WESTERN EUROPE**

3 credits

A political analysis of the constitutional principles and governmental organizations of England, France, and Germany. Required of all political science majors.

**POL 221 (S)****COMPARATIVE GOVERNMENTAL SYSTEMS**

3 credits

An introduction to non-traditional and non-western political systems. Content will vary from year to year and may include topics such as Asian political systems, Latin American systems, the political structures of ancient imperial organizations, pre-colonial African tribal organizations, etc. Required of all political science majors.

**POL 322 (F)****THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA**

3 credits

A study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

**International Politics****POL 240 (F)****INTERNATIONAL RELATIONS**

3 credits

An analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems. Required of all political science majors.

**POL 341 (S)****THE GLOBAL VILLAGE**

3 credits

An analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges. Required of all political science majors. Prerequisite: POL 240 is recommended.

**POL 342 (F)****U.S. FOREIGN RELATIONS I**

3 credits

A study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy prior to World War II.

**POL 343 (S)****U.S. FOREIGN RELATIONS II**

3 credits

An analysis of the main problems of American foreign relations from 1945 to the present. Prerequisite: POL 342.

**POL 344 (F)****THE MIDDLE EAST AND THE WORLD**

3 credits

A study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America's mideast diplomacy.

## Political Theory

**POL 260 (F)****SURVEY OF POLITICAL THOUGHT**

3 credits

An analysis of the major political writers from Plato to the present. Emphasis on each author's concept of the state, its function and end, and their solution to the problem of the reconciliation of the common good with individual freedom. Required of all political science majors.

**POL 361 (S)****LIBERAL DEMOCRACY AND ITS CRITICS**

3 credits

Analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right. Empha-

sis is on the reading of original sources by Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. Required of all political science majors. Prerequisite: POL 260 is recommended.

**POL 362 (F)****MODERN POLITICAL IDEOLOGIES**

3 credits

An inquiry into the nature of modern ideological movements such as National Socialism and Marxism against the background of pre-modern ideological movements. Emphasis on examination of the conceptions of man, history, state, and revolution. Includes analysis of current trends in "post-modern" ideological movements.

**POL 363 (S)****THE AMERICAN POLITICAL TRADITION**

3 credits

An inquiry into various religious and philosophical threads, from the Puritan "city on a hill" to the '60s counter culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

## Other Courses

**POL 213 (F)****INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE**

3 Credits/Core: Powers: Numbers

Basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation. Required of all political science majors.

**POL 270, 370, 470 (F, S)****SPECIAL TOPICS AND INDEPENDENT STUDY**

3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

**ECN/HIS/POL 332 (S 2003, S 2005)→****POLITICAL ECONOMY OF AFRICA**

3 credits

This course examines the political and economic conditions in Sub-Saharan

Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

### **POL 460 (F, S)**

#### **POLITICAL SCIENCE INTERNSHIP I**

3 credits

Designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Does not count toward the minor in political science. Permission of the Chair required.

### **POL 461 (F, S)**

#### **POLITICAL SCIENCE INTERNSHIP II**

3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken. Does not count toward the major or minor in political science.

### **POL 480 (F)**

#### **SEMINAR I**

3 credits

A study of methods of research and scholarly writing. Directed research and reports on individual assignments. Course open to political science majors only. Required of all political science majors.

### **POL 481 (S)**

#### **SEMINAR II**

3 credits

Supervised research and writing on major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Course open to political science majors only. Required of all political science majors. Prerequisite: POL 480.

## **PUBLIC ADMINISTRATION**

(Administered by the Chair, Political Science Department)

Required for Major in Political Science/Public Administration:  
13 courses

- POL 151, 213, 215, 260, 301, 302, 480, 481
- One additional course in American Government (from

303, 304, 305, 310, 311, 314)

- ECN 150, 201
- BUS 101, BUS 207

## **PSYCHOLOGY**

### **FACULTY**

Margaret D. Watson, Ph.D., Chair

Professors: Burke, Rooney

Associate Professors: Armstrong, Collins, Gardner, Falcone, Smith, Watson

Assistant Professors: Halpern, McMonigle, Montague, Riley, Turk

Professor Emeritus: McCarthy

### **FRAMEWORKS COURSE**

PSY 155

### **REQUIREMENTS**

Required for Major in Psychology:

Track 1: 12 courses; Track 2:

12 courses

Track 1: Professional Development

- PSY 155, 310, 311, 330, 331
- Six electives in psychology, including three of the following: PSY 410, 415, 420, 425, 430
- MTH 117 or above

Track 2: General Psychology

- PSY 155, 310, 311, 325 or 330
- Seven electives in psychology, including two of the following: PSY 410, 415, 420, 425, 430
- MTH 117 or above

The Psychology Department also participates in the multidisciplinary program in Digital Arts and Multimedia Design. For a description of this program, please see page 60.

### **COURSE DESCRIPTIONS**

#### **PSY 155 (F, S)**

##### **INTRODUCTION TO PSYCHOLOGY**

3 Credits / Frameworks

This course will provide a general introduction to the discipline of psychology. As such, it serves as the first course for individuals who want to major or minor

in psychology, as well as a foundation course for non-majors. Emphasis will be given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

#### **PSY 205 (F)**

##### **PERSONALITY DYNAMICS AND ADJUSTMENT**

3 credits

An analysis of the human system, the dynamics of individual behavior, and a consideration of resources necessary for effective living as they are related to a better understanding of personal adjustments in healthy persons developing toward maturity.

#### **PSY 210 (F, S)**

##### **DEVELOPMENTAL PSYCHOLOGY**

3 credits

A general study of the development of behavior and the human personality from conception through adulthood; special emphasis on childhood and adolescence.

#### **PSY 215 (F)**

##### **AGING: PSYCHOLOGICAL ISSUES**

3 credits

An introduction to the scientific study of aging. Theories, principles and research findings that are of a psychological nature will be studied.

#### **PSY 220 (F, S)**

##### **PSYCHOPATHOLOGY**

3 credits

An introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

#### **PSY 225 (F, S)**

##### **SOCIAL PSYCHOLOGY**

3 credits

A study of the facts and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

#### **PSY 230 (S)**

##### **INDUSTRIAL PSYCHOLOGY**

3 credits

A study of those psychological principles, methods, and techniques which are especially relevant to an understanding of bureaucratic personnel, budgetary rela-

tionships, innovation, and the relationships of bureaucracy with clientele groups and the general public.

### **PSY 240 (250) (F, S)**

#### **EFFECTIVE COMMUNICATION**

3 credits

A deepening understanding of, and personal growth experiences in, the art of interpersonal communication. Attention given to listening and empathy, discussion and decision making, confrontation and conflict management, attitudinal systems and Gestalt, verbal and non-verbal communication, creative goal-setting, individual and social growth.

### **PSY 310 (F)**

#### **STATISTICS I**

3 credits

An introduction to statistics, emphasizing such descriptive measures as central tendency, variability and correlation.

Prerequisites: PSY 155 and MTH 117 or higher.

### **PSY 311 (S)**

#### **STATISTICS II**

3 credits

An intermediate course in inferential statistics, emphasizing such techniques as the analysis of variance and t-tests.

Prerequisite: PSY 310.

### **PSY 325 (S)**

#### **RESEARCH METHODOLOGY**

3 credits

A study of the nature of scientific research methodology; emphasis on critical reading and evaluating reports of studies and research; development of skill in writing review papers; utilization of research literature in the behavioral sciences; data analysis and critiques of extant research. Prerequisites: PSY 155, 311.

### **PSY 330 (F)**

#### **EXPERIMENTAL PSYCHOLOGY I**

4 credits

A laboratory course designed to introduce the student to the classical psychological experiments and the methods of experimental design and research. Experiments on the sensory processes, perception, learning, memory, thought processes, and emotions. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

### **PSY 331 (S)**

#### **EXPERIMENTAL PSYCHOLOGY II**

4 credits

Lectures and discussions on modern experimental psychology. For laboratory work, the student plans, designs, and performs an original research experiment. Prerequisite: PSY 330. Three hours lecture, two hours laboratory.

### **PSY 340 (S)**

#### **PSYCHOLOGICAL ASSESSMENT**

3 credits

The selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisites: PSY 155 and 311.

### **PSY 350 (F, S)**

#### **COUNSELING THEORIES AND PRINCIPLES**

3 credits

Theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling. Prerequisite: PSY 155.

### **PSY 360 (F)**

#### **READINGS IN PSYCHOLOGY**

3 credits

Readings consist of basic books and periodicals having relevance for the broad field of psychology; assignments discussed in seminar fashion. Prerequisite: PSY 155.

### **PSY 410 (S)**

#### **THEORIES OF LEARNING**

3 credits

An analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155.

### **PSY 415 (F)**

#### **COGNITIVE PSYCHOLOGY**

3 credits

A systematic study of the research and theories developed to explain human memory, language, thinking, and consciousness. Prerequisite: PSY 155.

### **PSY 420 (F)**

#### **PHYSIOLOGICAL PSYCHOLOGY**

3 credits

An introduction to the neurological and endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 155.

### **PSY 425 (F)**

#### **THEORIES OF PERSONALITY**

3 credits

A systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155.

### **PSY 430 (S)**

#### **HISTORY AND SYSTEMS OF PSYCHOLOGY**

3 credits

An examination of the beginnings and development of psychology as a science and profession and of its various approaches, systems, fields, problems, and applications; the historical roots of these in philosophy, biology, and national culture. Prerequisite: PSY 155.

### **PSY 470-471 (F, S)**

#### **SPECIAL TOPICS IN PSYCHOLOGY**

3-6 credits

Content will vary each year to present the psychological underpinnings of issues on the contemporary American scene. Such topics as the psychology of drug use, of prejudice, of human sexuality, of attitude change, of religion, and of gender issues will be treated in various semesters. Prerequisite: varies with topics.

### **PSY 480-481 (F, S)**

#### **SEMINAR**

3-6 credits

Readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or Senior standing as psychology major.

### **PSY 485-486 (F, S)**

#### **PSYCHOLOGICAL RESEARCH OR PRACTICUM**

3-6 credits

Offers the student the option of conducting a research project under the direction of a faculty member or of obtaining practical experience serving in an institutional setting under professional supervision. Students preparing for careers or graduate study in clinical areas of psychology can select from numerous practicum placements. Program planned in advance. Prerequisite: Junior or Senior standing as a psychology major. One or two terms.



## RELIGION

### FACULTY

Geffrey B. Kelly, S.T.D., Chair

Professors: Grosnick, Kelly, McGinniss, Ramshaw

Associate Professor: Pastis

Assistant Professors: Angeles, Devlin, Dougherty, McDougall, Schultz

Lecturers: Beebe, Brame, Brennan, Conway, Dolan, Echelmeier, Hallahan, Janicki, McGovern, Monaco, O'Connor, Raphael, Stuart

Associate Faculty: Schepers

Professors Emeriti: Biechler and Efronson

### PATTERNS COURSES

REL 150, 153

Approved for "Patterns of Meaning" Requirements

Gateway courses may be doubled with a course from another discipline

### REQUIREMENTS

Required for Major in Religion:  
13 courses

- One from REL 150 or 153.
- Eleven religion electives, including at least one course in Bible (e.g., Gospels, Prophets, etc.) and at least one course in a non-Christian religion.
- REL 400.

Required for dual Majors

- One from Rel 150 or 153
- 9 electives
- REL 400

Religion majors may choose the major program as described above or:

Religion-Education:

- The religion major requirements (chosen, with the guidance of the Chairperson, in view of a career in teaching),
- Plus EDC 103, 104, 224, 225, 304, 306, 401, 470.

All upper-division courses qualify for Pathway status.

### COURSE DESCRIPTIONS

#### REL 150 (F, S)

THE CHRISTIAN TRADITION

3 credits/Patterns I

A survey of the complex development of Christianity from a small, Jewish apocalyptic movement to a diverse, 21st century world religion. As such it is an introduction to the varieties of Christianity – Catholic, Orthodox, and Protestant – and is taught from an ecumenical perspective. As a multidisciplinary course, it shows how Christianity both shapes and is shaped by its ambient cultures. Five core topics will be addressed: 1) Jesus and the New Testament Traditions (at least one canonical Gospel, a letter of Paul, and a selection of writings from the Apostolic Fathers); 2) Christology – ancient (early ecumenical councils, the Trinity, the Incarnation, Mariology) and modern (spirituality); 3) Church History (the rise of "eastern" and "western" Christian tradition, the "great Schism," the Reformation and the two Vatican Councils); 4) Worship (e.g., baptism, the Lord's Supper/Eucharist, liturgy); and 5) Contemporary Issues (Social Justice, Ethics, Morality, Interfaith Relations, Modernity).

#### REL 153 (F, S)

THE DYNAMICS OF RELIGION

3 credits / Patterns I

A study of religion, designed to acquaint the student with such typical patterns of human religious expression as myth, symbol, and ritual, as well as with typical ideas of God and gods, conceptions of death and salvation, and notions of the sacred and the profane. It is also designed to show the student how religion functions at both the social and personal dimensions of human life: personally, by helping individuals make sense of their lives in the face of meaningless suffering and death; socially, by articulating shared values and patterns of meaning, by criticizing injustice, and by generally motivating people to work for the common good.

#### REL 210 (F)

THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration

Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s).

The deuterio-canonical writings, those not included in the Jewish canon, will also be discussed.

#### REL 211 (S)

THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration

Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

#### REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration

Option

A study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East; and its unique development in Israel in connection with the theological message of the biblical prophets.

#### REL 214 (F)

THE GOSPELS

3 credits/Patterns 2 or Concentration

Option

This course in an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The three most similar, Mark, Matthew, and Luke, the synoptic gospels, will be studied first. We will give special attention to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

#### REL 220 (F)

CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration

Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the late 20th century. Catholicism will be studied in light of the history of the issues and current theological thought.



**REL 221 (S)**

## CHRISTIAN ORIGINS

3 credits/Patterns 2 or Concentration

## Option

This course is an introduction to the development of Christianity from a fringe, Jewish apocalyptic movement to the state religion of the Roman Empire. The course objectives are: (1) to familiarize students with the history and literature of formative Christianity in its Greco-Roman context; (2) to explore Jesus traditions in the New Testament and later Christian writings; (3) to discuss the diversities of "heretical" and "orthodox" Christianity in the first four centuries; and (4) to explore the roles of women in the earliest Christian communities.

**REL 223 (S)**

## ISSUES IN CHRISTOLOGY:

## JESUS AND HIS ACHIEVEMENT

3 credits/Patterns 2 or Concentration

## Option

This course studies the person, mission, and achievement of Jesus in the New Testament with reference to the post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

**REL 224 (S)**

## CHRISTIAN SPIRITUALITY: MYSTICS, SAINTS, AND VISIONARIES

3 credits/Patterns 2 or Concentration

## Option

An exploration of the ways in which Christians, both eastern and western, strive to express and deepen love of God and others. The course will analyze the origins and development of various movements in spirituality and the means used to embody Christian discipleship.

**REL 225 (F)**

## THE SACRAMENTS

3 credits/Patterns 2 or Concentration

## Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course also studies some of the problems of contemporary sacramental theology.

**REL 226 (S)**

## WORSHIP, ART, AND LIFE

3 credits/Patterns 2 or Concentration

## Option

A study of the shape and practice of Christian worship, especially the Sunday service of the Western churches. Worship is seen as a blending of "art" and "life." This course attends to both symbol and ritual, to the historical development of the Sunday eucharist, and to current liturgical reforms.

**REL 231 (F, S)**

## BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST

3 credits/Patterns 2 or Concentration

## Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

**REL 232 (S)**

## JUDAISM, ISLAM, AND OTHER RELIGIONS FROM THE NEAR EAST

3 credits/Patterns 2 or Concentration

## Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam, the background and development of the Qur'an, Muslim traditions and values as well as the inner tensions, contemporary movement, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (Coptic, Syrian, etc.), Zoroastrianism or Ba'hai, or to other aspects of the religious life of Israel, North Africa, and the Middle East.

**REL 240 (F)**

## CONTEMPORARY RELIGIOUS THOUGHT

3 credits/Patterns 2 or Concentration

## Option

This course offers a critical study of the principal figures who have shaped reli-

gious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

**REL 241 (F)**

## WOMEN AND WESTERN RELIGION

3 credits/Patterns 2 or Concentration

## Option

An examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

**REL 243 (F)**

## RELIGION AND CONTEMPORARY LITERATURE

3 credits/Patterns 2 or Concentration

## Option

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. This course is cross listed with ENG 243.

**REL 244 (S)**

## RELIGION IN AMERICA

3 credits/Patterns 2 or Concentration

## Option

A study of the origins of the American character, the myths that have formed it, and the contemporary religious roots of cultural and political conflict. After examining Puritanism, Evangelicalism, and the secular Enlightenment, the course studies religious "outsiders:" Mormons, Catholics, Jews, Muslims, Hindus, Buddhism, etc. who have caused a redefinition of what was once considered a Protestant Christian State. Emphasis is given to the current debates about America's future, the culture wars that are occurring as the nation polarizes itself into liberal and conservative camps, and the hopes and fears which accompany its entry into a new Millennium.

**REL 250 (F)**

## CONTEMPORARY MORAL ISSUES

3 credits/Patterns 2 or Concentration

## Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: War, Racism,

Social Justice, Sexual Conduct. Abortion. Euthanasia. Women's Rights. Capital Punishment, as these relate to Catholic/Christian theological principles.

### REL 251 (S)

#### PEACE, JUSTICE, AND THE CHRISTIAN TRADITION

3 credits/Patterns 2 or Concentration

Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

### REL 315 (S)

#### ST. PAUL

3 credits/Patterns 2 or Concentration

Option

A study of the thirteen New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and Women, and primitive Christianity as described in his letters.

### REL 316 (S)

#### THE BIBLE AND WOMEN

3 credits/Patterns 2 or Concentration

Option

A select survey of "women" in the Hebrew Bible (Old Testament) and New Testament. This course examines biblical stories about women, biblical attitudes about femaleness, women's religious and social roles in their respective historical settings, and recent feminist biblical interpretation.

### REL 345 (S)

#### RELIGION IN PHILADELPHIA

3 credits/Patterns 2 or Concentration

Option

A study of the religious history of Philadelphia from the Lenape to the present, as a way to examine the contemporary religious situation in the United States. Readings are taken from historical primary as well as secondary sources. Students visit historic religious sites and contemporary worship services.

### REL 352 (F)

#### BIOMEDICAL PROBLEMS

3 credits/Patterns 2 or Concentration

Option

This course offers a survey and analysis of the problems arising in the wake of new biomedical technologies and of the world views which govern the types of ethical decisions made in light of them. Included in the topics to be discussed are problems related to the care of the dying, defective newborns, abortion, genetic diseases, the just conduct of research, informed consent, surrogate parenthood, etc. The course also thoroughly examines the politics of health care delivery and asks the basic question whether medical care is really health care. No previous knowledge of biology or medical issues required.

### REL 353 (S)

#### SOCIAL JUSTICE AND COMMUNITY SERVICE

3 credits/Patterns 2 or Concentration

Option

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, discussion, and a 15 hour service project, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the clause of social justice.

### REL 354 (F, S)

#### SEXUALITY, MARRIAGE, AND PARENTING

3 credits/Patterns 2 or Concentration

Option

A practical and realistic approach to sexuality, marriage, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender differences, divorce, the meanings of love, holistic and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle

age, nurturing and celebrating the creative venture of becoming a family.

## SPECIAL TO MAJORS

### REL 400 (F)

#### MAJORS COLLOQUIUM

3 credits/Patterns 2 or Concentration

Option

An introduction to scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with the instructor. Required of all religion majors; open to others approved by Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

## SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

### FACULTY

Finn Hornum, M.A., Chair

Professor: Connors

Associate Professors: Nguyen, Stull

Assistant Professors: Fiedler, Hornum, Mariscotti, Mele, Zetick

### FRAMEWORKS COURSE

SOC 150

## Sociology

### FACULTY

Francis Tri Nguyen, F.S.C., Ph.D., Director and Internship Coordinator

John Connors, Ph.D.

Judith Stull, Ph.D.

Lecturers: Carbone, Dolph, Foeman, Lanahan, Meeks-Hank, Pfeiffer

### REQUIREMENTS

Required for Major in Sociology:  
12 courses

SOCIOLOGY CORE: (6 courses)

- SOC 150, 301-302, 310, 480-481

FOCUS AREAS: (3 courses or more)

- General Studies: any 4 sociology courses above the 230 level

- Social Planning and Public Policy: SOC 201, 237, 238, 240, 265, 309
- Community Development in a Pluralistic Society: SOC 231, 240, 260, 262, 305, 312
- Work and the Global Economy: SOC 233, 240, 263, 265, 306, 308; ECN 330
- Law and Society: CRJ 220, 221, 325, 385; SOC 240, 265, 309

Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through SOC 240: Sociological Practice.

#### ELECTIVES: (3 courses)

- Three courses in sociology, social work, or criminal justice. At least one of the three courses must come from the following: SOC 260, 262, 265, 308; CRJ 387.

Dual Major: Individual program to be worked out in consultation with the sociology program director.

## COURSE DESCRIPTIONS

### SOC 150 (F, S)

#### PRINCIPLES OF SOCIOLOGY

3 credits / Frameworks

An introduction to the structure and functioning of society with emphasis on American society but with cross-cultural comparisons. Theoretical concepts, empirical findings, and research methods are stressed.

### SOC 201

#### SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

### SOC 231 (251) (F, S)

#### LOVE, MARRIAGE, AND PARENTING

3 credits

Examines myths, trends and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its

alternatives, parenting, parting by divorce or death and trying again.

### SOC 233 (253) (F)

#### SOCIOLOGY OF WORK

3 credits

An analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction and the impact of bureaucratization. Special attention to occupational subcultures such as law, medicine, public service, the military, and education.

### SOC 237 (257) (S)

#### THE CITY: CONFLICT AND CHANGE

3 credits

A study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning and the effects of national and international economic forces on cities in developing and industrial nations.

### SOC 238 (258) (F)

#### ENVIRONMENT AND SOCIETY

3 credits

An analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

### SOC 240 (F, S)

#### SOCIOLOGICAL PRACTICE

3 credits

Sociological practice, through internships, provides opportunities to undertake, on-site, academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, GPA greater than 2.50, and permission of the internship coordinator.

### SOC 260 (S)

#### SEX, POWER, AND SOCIALIZATION

3 credits

An exploration of male and female gender roles in the contemporary United States. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

### SOC 262 (F, S)

#### DYNAMICS OF DIVERSITY

3 credits

An analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

### SOC 263 (F)

#### ANTHROPOLOGY

3 credits

Explores the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world and the impact of these cultures and societies on one another.

### SOC 265 (S)

#### SOCIOLOGY OF LAW

3 credits

Analyzes the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code and some other legal systems.

### SOC 270, 370, 470 (F, S)

#### SPECIAL TOPICS IN SOCIOLOGY

3 credits

Designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

### SOC 301 (F)

#### SOCIAL STATISTICS I

3 credits

An introduction to such descriptive statistics as central tendency measures, variability, correlation and regression. Analysis of cross-tabulated data will be facilitated through the use of SPSSX computer software programs. No prior knowledge of computers assumed.

### SOC 302 (S)

#### SOCIAL STATISTICS II

3 credits

Basically a course in inferential statistics beginning with a discussion of probability, binomial distributions, and normality. Both parametric and non-parametric statistics covered. Continued use of computer technology in the analysis of survey research results as well as those collected using qualitative methodologies. Prereq-

quisite: SOC 301 or permission of instructor.

### **SOC 305 (F)**

#### **SOCIETY AND THE INDIVIDUAL**

3 credits

The study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

### **SOC 306 (S)**

#### **MODERN ORGANIZATIONS AND EFFECTIVENESS**

3 credits

Examines organizational theory and analyzes organizational structures, processes, environments, culture, innovation, effectiveness, and change in the twenty-first century.

### **SOC 308 (S)**

#### **CLASS, STATUS, AND POWER**

3 credits

Analyzes and compares economic, social and political inequalities and/or social mobility in developing and developed societies using the functionalist and social conflict theories, including the world systems theories.

### **SOC 309 (F)**

#### **HEALTH, HEALING, AND HEALTH CARE**

3 credits

Introduces the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health care providers and their patients, with special attention to alternative health care providers and bioethics. Analyzes the health care systems in the United States and in some developed and developing countries.

### **SOC 310 (F, S)**

#### **SOCIAL THEORY**

3 credits

The course presents a survey of major classical and contemporary social theories with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150.

### **SOC 312**

#### **SOCIAL CHANGE AND SOCIAL MOVEMENTS**

3 credits

An examination of the dynamics of social change and of specific social movements, such as the environment justice movement, the civil rights movement, the

women's movement, the health movement, and so forth.

### **SOC 480 (F)**

#### **RESEARCH SEMINAR I**

3 credits

An overview of both quantitative and qualitative research methodology. Research data collection methods such as questionnaire design, interviewing and participant observation will be discussed. Topics covered will include the ethics of human experimentation and evaluation techniques. Identical with CRJ 480.

### **SOC 481 (S)**

#### **RESEARCH SEMINAR II**

3 credits

Original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 480, or CRJ 480.

## **Social Work**

Council on Social Work Education  
Accredited Baccalaureate Program

### **FACULTY**

Bonni H. Zetick, Ph.D., Director

Donna R. Fiedler, Ph.D., Field  
Coordinator

Janine Mariscotti, MSW

### **REQUIREMENTS**

Required for Social Work Majors: SWK 160, 280, 281, 330, 331, 340, 341, 351, 381, 440, 441, 480, 481, 495, and two SWK electives; PSY 155, POL 151, BIO 158, SOC 150, 262, 301.

### **COURSE DESCRIPTIONS**

#### **SWK 160 (F)**

##### **INTRODUCTION TO SOCIAL WORK**

3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, diversity of populations at risk in society, and of the social service delivery system will be provided. This course includes a 40-hour community service component.

#### **SWK 240 (S)**

##### **RELATIONSHIPS AND SEXUALITY**

3 credits

This course is designed for social work and other undergraduate students to

explore issues in relationships and human sexuality. This course will examine human sexuality from a bio-psycho-social perspective within a developmental framework. The student will have an opportunity to examine and clarify personal and societal values regarding human sexuality, to assess the relationship between personal and professional social work values, and to develop fundamental skills for social work practice with issues of relationships and sexuality.

#### **SWK 270, 370, 470 (F, S)**

##### **SPECIAL TOPICS**

3 credits

Designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

#### **SWK 280 (F)**

##### **HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**

3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual and cultural components. Prerequisites or concurrent with SOC 150, PSY 155, POL 151, BIO 158.

#### **SWK 281 (S)**

##### **HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II**

3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems will be emphasized. Prerequisite: SWK 280.

#### **SWK 330 (F)**

##### **SOCIAL WELFARE POLICY I**

3 credits

This course provides a historical examination of the development of the social welfare system in the United States, and societal values as they impact on policy formulation and implementation.

**SWK 331 (S)**

## SOCIAL WELFARE POLICY II

3 credits



This course explores contemporary social welfare policy in the United States including income supports, health, aging, child welfare, mental health, and family policy. The role of political process in policy formulation and the impact of social welfare policies on diverse populations and populations at risk will be examined. Prerequisite: SWK 330.

**SWK 340 (F)**PREPARATION FOR  
PROFESSIONAL PRACTICE

3 credits

This course is designed to prepare the student for the practicum in social work. Provides an examination of theories that inform social work practice and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship. Prerequisite: SWK 160.

**SWK 341 (S)**GENERALIST SOCIAL WORK  
PRACTICE I

3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the process of assessment in generalist social work practice. Skills are developed in initiating the social work relationship, assessing client strengths and challenges, and constructing action plans. Prerequisites: SWK 280, 340. Taken concurrently with SWK 381. Open to Social Work majors only.

**SWK 350 (F)**

## LOSS AND GRIEF

3 credits

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

**SWK 351 (S) (Formerly SWK 430)**

## SOCIAL WORK RESEARCH METHODS

3 credits

This course prepares the student to understand and apply the research process, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative

research methodology, including single subject design. The role of social work values and ethics in research is addressed. Prerequisite or concurrent with SOC 301.

**SWK 381 (S)**

## PROFESSIONAL PRACTICUM I

3 credits

This course provides an introduction to agency practice. The student will spend two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided. Taken concurrently with SWK 341. Open to Social Work majors only.

**SWK 440 (F)**GENERALIST SOCIAL WORK  
PRACTICE II

3 credits

This course focuses on social work intervention with individuals and families. It provides an investigation of and skill development in direct intervention strategies for effective generalist social work practice. Prerequisites: SWK 340, SWK 341. Taken concurrently with SWK 480. Open to Social Work Majors only.

**SWK 441 (S)**GENERALIST SOCIAL WORK  
PRACTICE III

3 credits

This course focuses on intervention with groups, organizations, and communities. The course provides an investigation of and skill development in mezzo and macro intervention strategies for effective generalist social work practice. Prerequisite: SWK 440, SWK 480. Taken concurrently with SWK 481. Open to Social Work Majors only.

**SWK 480 (F)**

## PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice. Taken concurrently with SWK 440. Open to Social Work Majors only.

**SWK 481 (S)**

## PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which the student integrates the social work theory, skills, and values that he or she is learning in the

classroom. Taken concurrently with SWK 441. Open to Social Work Majors only.

**SWK 495 (S)**PROFESSIONAL CONSIDERATIONS  
IN SOCIAL WORK

3 credits

This course strengthens the student's emerging identity with the social work profession. Students have the opportunity to integrate the professional foundation, particularly emphasizing social work values and ethics.

**Criminal Justice****FACULTY**

Finn Hornum, M.A., Director

Marie Mele, Ph.D.

Lecturers: Clisham, Flanagan

**REQUIREMENTS**

Required for Criminal Justice Majors: CRJ 221, 222, 324, 325, 326, 385, 480, 485-486; SOC 150, 301-302 and one of the following: SOC 260, 262, or 308; CHM 152; PHL 152; POL 151 or 301; PSY 220.

**COURSE DESCRIPTIONS****CRJ 220 (S)**

## JUVENILE DELINQUENCY

3 credits

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; overview of programs aimed at delinquency prevention and control.

**CRJ 221 (F)**

## CRIME AND ITS CAUSES

3 credits

A study of the sociological and social psychological foundations of crime and delinquency. Topics include: the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of the criminal law, criminal behavior systems.

**CRJ 222 (S)**

INTRODUCTION TO CRIMINAL JUSTICE  
3 credits

A consideration of law enforcement, the administration of justice and the punishment and treatment of criminals. A survey of the sociological and social psychological processes affecting the criminal justice system. Topics include: the police function, crime prevention programs, the prosecutorial and defense functions, judicial administration and decision-making, institutional and community-based corrections, probation and parole.

**CRJ 223 (S)**

CRIMINAL LAW  
3 credits

An exploration of the basic concepts and legal and sociological issues in criminal law. Attention to: development of law, legal elements of crime – both in general and specific offenses; legal requirements for criminal defenses; differing theories of punishment. Pennsylvania Crimes Code used as a reference.

**CRJ 225 (F)**

CRIMINAL PROCEDURE  
3 credits

Constitutional issues related to the criminal justice process. Case analysis deals with issues such as search and seizure, stop and frisk, arrest, confessions, right to counsel, jury trials, and other significant Supreme Court decisions.

**CRJ 270, 370, 470 (F,S)**

SPECIAL TOPICS IN CRIMINAL JUSTICE  
3 credits

Designed to address current issues in criminal justice. Topics: victimology, crime prevention, forensic criminology, counseling, criminal justice administration, and criminological research.

**CRJ 324 (S)**

POLICE: ORGANIZATION  
AND FUNCTIONS  
3 credits

An investigation of the organization, legal powers, and functions of the police. Topics include: police organizational structure, police responsibilities such as patrol, arrest, and investigation, police-community relations, and topical issues on police and society, such as police use of force, police corruption, and required education and training for police.

**CRJ 325 (S)**

THE COURTS: ORGANIZATION  
AND FUNCTIONS  
3 credits

An in-depth exploration of the structure, players, functions, and issues that make up the criminal courts of America. This exploration employs an adversarial approach, thereby mimicking the very essence of court procedure and developing students' awareness of the strengths and weaknesses of our criminal courts.

**CRJ 326 (F)**

CORRECTIONS: PRISONS,  
PROBATION AND PAROLE  
3 credits

Intensive examination of the correctional process in the United States and other countries. Topics include: the objectives of punishment, sentencing policies and procedures, capital punishment, imprisonment and community corrections.

**CRJ 385 (F)**

THEORIES OF DEVIANCE  
3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

**CRJ 386 (S)**

SYSTEMS OF CRIMINAL BEHAVIOR  
3 credits

Selected criminal behavior systems examined in depth through readings, group projects, field interviews, and field trips. Offerings include such forms of criminal behavior as organized crime, political crime, violent crime, crimes without victims, and comparative criminal justice systems. A travel study component is frequently included with the latter course.

**CRJ 387 (F)**

GENDER, CRIME, AND JUSTICE  
3 credits

An investigation of the facts and ramifications of being female and involved in the criminal justice system. Females considered in their roles as offenders, victims, and practitioners and contrasted with males to see whether sex makes a difference in handling, system response, outcome, practitioner success, etc. Efforts will be made to explain whatever differences are found between females and males.

**CRJ 480 (S)**

RESEARCH METHODS IN CRIMINAL  
JUSTICE  
3 credits

An overview of research methodology. Such research data collection methods as questionnaire designs, interviewing and observations will be discussed. Topics covered will include the ethics of human experimentation and evaluation techniques. Identical with SOC 480.

**CRJ 485 (F,S)**

SEMINAR IN CRIMINAL JUSTICE  
6 credits

Students will be expected to conduct research in a criminal justice setting. The course will meet each week for two hours. Must be taken concurrently with CRJ 486. Prerequisite: CRJ 385 and CRJ 480 (or SOC 480)

**CRJ 486 (F,S)**

CRIMINAL JUSTICE INTERNSHIP  
6 credits

Field placement in law enforcement, legal, and correctional agencies. Students are placed according to their interests and receive individual supervision by the agency. Field requirements are for 4 days per week, 6 hours per day for the entire semester. Must be taken concurrently with CRJ 485. Prerequisite: CRJ 385 and CRJ 480 (or SOC 480).

## URBAN STUDIES MINOR

**REQUIREMENTS**

Three courses from the following:

- SOC 237, 238
- HIS 329, 333
- ECN 351, 455
- POL 240, 241; EDC 330

Three courses from the following:

- ECN 340
- HIS 324, 337
- SOC 306, 308

## WOMEN'S STUDIES MINOR

Directed by: Jacqueline Pastis, Ph.D.,  
Religion Department

The Women's Studies Minor is an interdisciplinary minor designed for students of any major who wish to



explore the rich diversity of women's lives and experiences by examining the influences of sex, race, ethnicity, and class on history and culture. Since the list of approved courses for the Women's Studies Minor changes, students are advised to consult the Director for current information. Women's Studies courses are listed at the beginning of each semester's Course Registration Booklet.

## REQUIREMENTS


Six courses are required for the Women's Studies minor: WST 201 and 5 additional courses from at least 3 different disciplines from the following:

- ART 210  
Women and Art
- CRJ 387  
Gender, Crime and Justice
- ENG 250  
Writers and Their Worlds

(specified sections)

- ENG 302  
Language and Prejudice
- ENG 335  
Women Writers
- ENG 435  
Women, Literature and Culture
- HIS 328  
Women and History
- HIS 329  
The American Woman
- HSC 434  
Women's Health Concerns
- PHL 330  
The Great Philosophers:  
de Beauvoir
- PHL 330  
The Great Philosophers:  
Foucault
- POL 311  
Women in Politics
- PSY 271

Psychology of Women

- REL 241  
Women and Western Religion
- REL 316  
The Bible and Women
- SOC 260  
Sex, Power, and Socialization
- SOC 270  
Sexism and the Law
- WST 201   
Introduction to Women's Studies  
Using an interdisciplinary approach, this course examines the social construct of gender. It explores the multiplicity of women's voices and of women's histories as expressed through race, class, sexual identity, religious affiliation, and physical disability/ability and explores a range of issues that affect women's lives including work, health, education, family and sexuality.



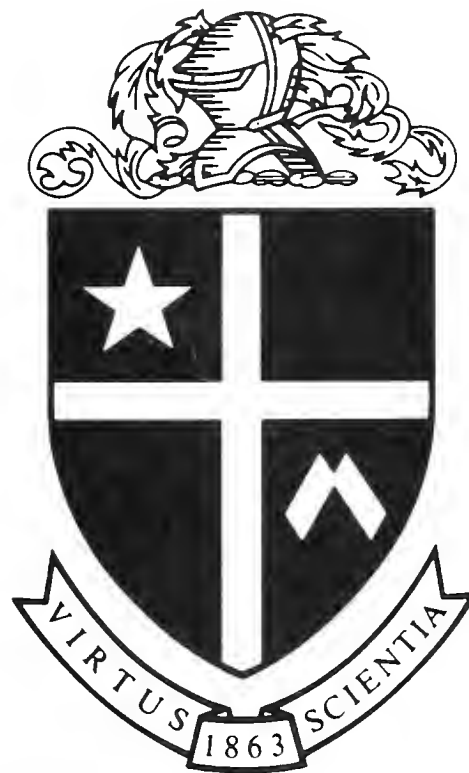
GO CONFIDENTLY  
IN THE DIRECTION  
OF YOUR DREAMS.

LIVE THE LIFE  
YOU HAVE  
IMAGINED.

HENRY DAVID THOREAU

# **Business Administration**

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The mission of the School of Business Administration is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business undergraduate program is to prepare students to lead an enriched personal life and to prepare them to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communications, analytic, and decision-making skills, by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practice.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management;
- immerse students in a learning environment which blends current business theory and practice.

Continuous quality improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by AACSB—The International Association for Management Education, which establishes standards designed to ensure excellence. Fewer than 25% of the nation's 1,200 colleges and universities are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association; and through an ongoing dialogue and review with business executives and professionals. Every year, La Salle inducts the top 10 percent of its graduates into Beta Gamma Sigma, the international honor society for students enrolled in AACSB-accredited schools.

The School of Business Administration prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The internship and cooperative education programs provide hands-on experience in business organizations; recent participants have included SmithKline Beecham, Cigna, Sun, Arthur Andersen, and Tasty Baking. Over 100 executives volunteer their time each year during our Executives-on-Campus Program to come to classes to meet with stu-

dents. Many of the business clubs set up field trips to area businesses so that students can see professional operations firsthand.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through Study Abroad and Travel/Study options.

In short, when you're a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

## THE CURRICULUM

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 39 courses) for Finance, Management, Management Information Systems and Marketing majors, 128 credits (minimum 41 courses) for Accounting majors. The liberal arts and science studies and business foundation courses tend to be concentrated in the first two years, and the professional studies in the last two years.

## THE LIBERAL ARTS CORE CURRICULUM (17 COURSES)

Offering sustained study in a broad range of disciplines, the core curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

This new core curriculum has been formulated after several years of deliberation by faculty, students, and administrators. Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings towards humane reforms.

A major feature of the Core is the Doubles Program. All students will be required to enroll in a "Double" during the freshman year. Doubles are thematically linked introductory courses in different disciplines, limited to sixteen students. In the Doubles Program, students will explore some or all of the topics in these courses under the guidance of two professors. As part of the Doubles, students will learn how to take full advantage of the University and the city of Philadelphia through activities such as field trips and campus wide programs. A sense of academic and social community forms more readily in Doubles courses than in traditional courses because students take both courses with the same small group of students.

While the Core allows you some freedom of choice, it includes guidelines which should provide coherence in your college education. The core curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First

Year Odyssey," and "Understanding at Home and Abroad." A maximum of 17 courses are required of School of Business Administration majors.

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in writing, oral communication, mathematics, and information literacy.

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live.

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities.

The "First Year Odyssey" (FYO) refers to the one-credit, graded, one hour a week, program which introduces students to La Salle and the city of Philadelphia. It has a variety of aims designed to help first semester freshmen in a variety of ways:

- Create a community in which students can form bonds with fellow students, faculty and campus staff.
- Introduce students to University resources and traditions.
- Help students imagine their future as members of a profession and as members of a civil society.
- Help students enjoy the rich offerings of urban life - the music, art, architecture, history, ethnic traditions, religious life and geography of a city.
- Generate a broad assortment of campus activities that can enrich campus life for all members of the community.

"Understanding at Home and Abroad" refers to fostering the Christian Brothers' ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalogue by the symbol of a "house" (🏠 Understanding at Home) and one of the courses designated by the symbol of a "plane" (✈️ Understanding Abroad). Alternatively, students may fulfill these requirements through independent projects, with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of independent projects.

#### **Powers Courses (5 courses)**

- English 107 (may be waived by English Department)
- English 108
- Mathematics 114
- Business 150
- Computer Science 151 (136 for MIS majors) (may be waived through an exemption exam)

#### **Frameworks of Scientific Understanding Courses (4 courses)**

- Natural Science (BIO, CHM, GEO, or PHY)
- Macroeconomics
- Microeconomics
- Psychology or Sociology

#### **Patterns of Meaning Courses (8 courses)**

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

Some courses in the core may be counted towards a minor or second major as determined by the department.

## **BUSINESS CORE (18 COURSES)**

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning objectives:

#### **Skills**

- Communication
- Oral—ability to make formal presentations
- Written—ability to write with clarity, develop business reports
- Interpersonal—ability to listen, manage conflict, work in teams, and exercise leadership abilities
- Job-Related
- Networking, interviewing, resume writing
- Problem Solving and Decision Making
- Understanding and using quantitative and qualitative data
- Using technology to solve business problems/make decisions
- Understanding elements of sound research/ability to conduct research
- Ability to synthesize and integrate knowledge, skills and achievements
- Critical Thinking
- Ability to evaluate, to identify and understand different perspectives, to identify positives and negatives/strengths and weaknesses
- Ability to critically assess oneself

**Knowledge**

- Disciplines—specialized knowledge in the key business disciplines
- Ethics
- Environmental Issues
- Demographic Diversity
- Technology as a Social Force
- Global/International Issues
- Social/Political/Legal Environments
- Business Systems and Processes
- Business/Industry—knowledge of specific businesses and industry practices and opportunities

**Transformational Achievements**

- Intellectual Curiosity
- Motivation to be a contributing member of society
- Self knowledge/awareness
- Acceptance, understanding and ability to deal with the inevitability of change
- Development of professional direction and determination to succeed

The following business core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice through the 2 credit (A) theory, 1 credit (B) practicum, combinations in many of the disciplines.

The following courses constitute the Business Core:

- BUS 100 Business Perspectives
- BUS 101 Introduction to Financial Accounting
- BUS 202 Applied Quantitative Methods for Business
- BUS 203A&B Organizational Behavior
- BUS 204A&B Principles of Marketing
- BUS 205A&B Information Technology
- BUS 206A&B Financial Markets and Institutions
- BUS 207 Managerial Accounting
- BUS 208 Corporate Finance
- BUS 303A&B Legal and Ethical Environment of Business
- BUS 304 Business Problem Solving and Decision Making
- BUS 400 Strategy Formulation and Implementation
- International Business Course/Experience

## **PROFESSIONAL STUDIES (MAJORS) (5 OR 8 COURSES)**

These courses provide an intensive learning experience in one facet of business and serve as a basis for future career development.

Professional specializations are offered in:

- Accounting
- Finance
- Management Information Systems
- Marketing
- Organizational Management

The professional studies consist of 5 courses in one functional area beyond those courses required in the Business Core. The accounting option, however, requires 8 courses; this is intended to help you be better prepared to pass the Certified Public Accounting (CPA) examinations or to embark on an accounting career in industry. The professional option may be chosen upon matriculation or prior to starting major courses. Students who wish to do so have the option to pursue dual majors. One of the major courses in one of the two majors is waived for students who dual major. Students must consult with the Chairpeople of both departments and receive approval for which course is to be waived.

Professional minors are offered in:

- Accounting
- Business Administration\*
- Health Care Administration
- International Studies
- Marketing\*
- Risk Management and Insurance

\*These minors are not available to students who major in Business.

Other minors are offered by the School of Arts and Sciences.

Students who wish to do so have the option to pursue minors. Permission of the Chairperson or Director of the minor must be obtained.

All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.

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## **FREE ELECTIVES (5-7 COURSES)**

You may choose to concentrate free electives in a particular field for a second major or minor, or you may use these to diversify your background or broaden your interests.

## PROGRESS RECORD

### Powers (5 courses)

- |                                 |                |  |                                     |
|---------------------------------|----------------|--|-------------------------------------|
| 1. Writing I <sup>1</sup> _____ | <b>ENG 107</b> | 4. Single-Variable Calculus _____            | <b>MTH 114</b>                      |
| 2. Writing II _____             | <b>ENG 108</b> | 5. Information Technology <sup>2</sup> _____ | <b>CSC 151 (136 for MIS majors)</b> |
| 3. Speech _____                 | <b>BUS 150</b> |  |                                     |

### Frameworks of Scientific Understanding (4 courses)

- |                                  |                                |                         |                |
|----------------------------------|--------------------------------|-------------------------|----------------|
| 1. Natural Science _____         | <b>BIO, CHM, GEO, PHY 150s</b> | 3. Macroeconomics _____ | <b>ECN 150</b> |
| 2. Psychology or Sociology _____ | <b>PSY or SOC</b>              | 4. Microeconomics _____ | <b>ECN 201</b> |

### Patterns of Meaning (8 courses)

- |                     |                           |  |  |
|---------------------|---------------------------|--|--|
| 1. Religion _____   | <b>REL 150 or 153</b>     | 6. History _____   | <b>HIS 151</b>                           |
| 2. Religion _____   |                           | 7. Fine Arts or Foreign<br>Language _____                                    | <b>ART 151 or 152, MUS 150, or Lang.</b> |
| 3. Philosophy _____ | <b>PHL 151 or 152</b>     | 8. Literature, History or Fine Arts (200-level) or Foreign<br>Language _____ |  |
| 4. Philosophy _____ |                           |  |  |
| 5. Literature _____ | <b>ENG 150 or LIT 150</b> |  |  |

### Business Core (13 courses)<sup>3</sup>

- |   |  |
|---|--|
| 1. Business Perspectives 100 _____        | 7. Financial Markets and Institutions 206A&B _____         |
| 2. Financial Accounting 101 _____         | 8. Managerial Accounting 207 _____                         |
| 3. Applied Quantitative Methods 202 _____ | 9. Corporate Finance 208 _____                             |
| 4. Organizational Behavior 203A&B _____   | 10. Legal and Ethical Environment of Business 303A&B _____ |
| 5. Principles of Marketing 204A&B _____   | 11. Business Problem Solving 304 _____                     |
| 6. Information Technology 205A&B _____    | 12. Strategy Formulation 400 _____                         |
|   | 13. International Business Course/Experience _____         |

### Professional Studies (5 for Finance, Management, Management Information Systems, and Marketing majors; 8 for Accounting majors)

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

### Electives (5 for Accounting majors; 6 or 7 for Finance, Management, Management Information Systems, and Marketing majors)

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

<sup>1</sup>May be waived by decision of the University before you begin course work; then additional elective is required.

<sup>2</sup>May be waived by challenge examination before you begin course work; then additional elective is required.

<sup>3</sup>Courses with A and B combinations have 2-credit theory and 1-credit practicum components.

## MODEL ROSTERS

## Freshman Year

## Fall

Business 101  
 Frameworks or Patterns  
 English 107<sup>1</sup>  
 Computer Science 136 or 151  
 Frameworks or Patterns

## Spring

Business 100  
 Math 114  
 Frameworks or Patterns  
 English 108  
 Patterns

## Accounting Major

 Finance, Management,  
 Management Information Systems,  
 or Marketing Major

## Sophomore Year

## Fall

Accounting 201  
 Economics 150  
 Business 150  
 Business 207  
 Business 208  
 Frameworks or Patterns

Spring<sup>2</sup>

Accounting 202  
 Economics 201  
 Business Core  
 Business 202  
 Frameworks or Patterns

## Sophomore Year

## Fall

Economics 150  
 Business 202  
 Business Core  
 Business Core  
 Frameworks or Patterns

## Spring

Economics 201  
 Business 207  
 Business 208  
 Business 150  
 Business Core  
 Frameworks or Patterns

## Junior Year

Fall<sup>2</sup>

Accounting 303  
 Accounting 307  
 Business Core  
 Frameworks or Patterns  
 Frameworks or Patterns  
 Elective

Spring<sup>2</sup>

Accounting 304  
 Business Core  
 Business Core  
 Business Core  
 Frameworks or Patterns  
 Frameworks or Patterns

## Junior Year

## Fall

Major Course  
 Business Core  
 Business Core  
 Frameworks or Patterns  
 Elective

## Spring

Major Course  
 Business Core  
 Business Core  
 Frameworks or Patterns  
 Elective

## Senior Year

## Fall

Accounting 405  
 Accounting 400-level  
 or Elective  
 Business Core  
 Management 485  
 or Elective  
 Elective

## Spring

Accounting 400-level  
 Accounting 400-level  
 or Elective  
 Management 485 or Elective  
 Business Core  
 Elective

## Senior Year

## Fall

Major Course  
 Management 485  
 or Elective  
 Frameworks or Patterns  
 Frameworks or Patterns  
 Elective

## Spring

Major Course  
 Management 485  
 or Elective  
 Major Course  
 Elective  
 Elective

<sup>1</sup> Students who have ENG 107 waived will substitute a Sophomore Frameworks or Patterns course.

<sup>2</sup> Alternatively, one of six courses may be taken in summer.



## COOPERATIVE EDUCATION AND INTERNSHIPS

The co-op and internship programs are designed to give the student a hands-on work experience related to his or her major. Participation provides an opportunity to link the theory and practice of the discipline. Students generally participate during their junior or senior years. Students earn 3 credits for internships and co-ops. Course numbering is 350 or 450 for co-ops and 360 and 460 for internships.

### Internship

Involves a part-time work experience for one semester in the student's major and is not paid. The student ordinarily carries a full academic schedule along with the internship. One or two internships may be taken.

### Co-op

Involves a full-time work experience of up to six months. It is a paid position ordinarily related to the student's major. A student taking a co-op may graduate in four years by following the model roster below. Contact the Career Planning Office for more information.

## Freshman and Sophomore Years

Follow the same model roster as indicated on the previous page.

## Summer Sessions after Freshman, Sophomore, and Junior Years

Students should plan to take up to four courses (six for Accounting majors) as needed during the summers.

## Junior Year

### Fall Co-op Option

### Spring Co-op Option



### Accounting Majors

Fall	Spring	Fall	Spring
Co-op Course	Accounting 304	Accounting 304E#	Co-op Course
Accounting 307E#	Accounting 303E#	Accounting 307	Accounting 303E#
	4 courses from Business Core	4 courses from Business Core	
	or Liberal Arts requirements	or Liberal Arts requirements	

### Finance, Management, Management Information Systems, and Marketing Majors

Fall	Spring	Fall	Spring
Co-op Course	5 courses from Business	5 courses from Business	Co-op Course
	and Liberal Arts Core and	and Liberal Arts Core and	
	elective courses	elective courses	

## Senior Year

Follow same model roster as indicated on previous page.

# These courses can be taken during other semesters, if necessary, to accommodate your schedule.

Check with your Chairperson or the Dean's Office.

E Designates Evening course

## MBA Basic Core Equivalents

You can reduce the number of courses required to earn a Master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 18 credits of foundation level course work for the La Salle MBA degree. All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the above chart.

The GMAT is required for acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at (215) 951-1057.

### Undergraduate Courses

### MBA Course

ECN 150 – Introductory Macroeconomics	MBA 610
ECN 201 – Introductory Microeconomics	
BUS 101 – Introduction to Financial Accounting	MBA 615
BUS 207 – Managerial Accounting	
BUS 202 – Applied Quantitative Methods for Business	MBA 620
BUS 206 – Financial Markets and Institutions	MBA 630
BUS 304 – Business Problem Solving and Decision Making	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*

\*Only one from MBA 690, 691, and 692 may be waived

### KEY

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

✎ identifies courses that have been designated as writing intensive.

🏠 identifies courses that have been designated as "Understanding at Home."

✈ identifies courses that have been designated as "Understanding at Home."

## ACCOUNTING

### FACULTY

Mary Jeanne Welsh, Ph.D. Chair

Professors: Borkowski, Stickel

Associate Professors: Leaby, Reardon, Ugras, Welsh

Assistant Professors: Brazina, Fitzgerald, Massimini, Wentzel, Zook

Lecturers: Guerin, Kochanski, McAleer, Rollins

Endowed Chair: Scott E. Stickel, Ph.D.

Accounting, "the Language of Business," is the core of any business enterprise. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Accounting includes specialties that focus on specific and unique aspects of the financial institution. Cost Management, Information Systems, Auditing, Taxation, and Multinational Operations are areas of advanced study that prepare students to function as executives responsible for business decision-making in both the profit and not-for-profit enterprises. Students can also earn three credits toward graduation by participating in the Cooperative Education program, which involves a full-time paid work experience.

Since almost all organizations need accounting information, positions range from manufacturing firms to service industries to hospitals and other not-for profits and all levels of governmental operations.

Graduates function as CPAs, internal auditors, bankers, financial planners, budget specialists, merger and acquisition consultants, and tax planners.

Students are encouraged to join one of the two professional student organizations: the Accounting Association and Beta Alpha Honors Society.

### REQUIREMENTS

Required for Professional Option in Accounting: 8 courses

- ACC 201, 202, 303, 304, 307, 405 plus
- Any two additional 400-level accounting courses with the exception of ACC 450.

Required for Minor in Accounting: 6 courses

- BUS 101 and 207, ACC 201, 202, and any 2 accounting courses at the 300- or 400-level except 350/450

Junior standing is a prerequisite for 300- and 400-level courses.

### COURSE DESCRIPTIONS

#### ACC 201 (F) INTERMEDIATE FINANCIAL ACCOUNTING I

4 credits

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recogni-

tion and measurement of current assets.  
Prerequisite: BUS 101.

**ACC 202 (S)**  
INTERMEDIATE FINANCIAL  
ACCOUNTING II  
4 credits

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues including post-employment benefits, income taxes and stockholders' equity. Financial reporting in an international environment and disclosure practices around the world are also examined.  
Prerequisite: ACC 201.

**ACC 303 (F)**  
COST MANAGEMENT  
3 credits

This course focuses on how cost information is produced and used in contemporary organizations, especially the role of cost accounting in strategic decision-making by internal managers. Topics include, but are not limited to: cost classifications, product pricing and profit analysis, cost systems, standard costing and variance analysis.  
Prerequisite: BUS 207.

**ACC 304 (S)**  
AUDITING  
3 credits  
A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability.  
Prerequisite: ACC 202 (can be taken concurrently with ACC 202).

**ACC 307 (F)**  
INCOME TAX  
3 credits  
A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisites: Bus 101.

**ACC 350, 450 (F, S, Summer)**  
COOPERATIVE EDUCATION  
3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 101, GPA of 2.25 overall and in the major.

**ACC 405 (F)**  
ACCOUNTING FOR THE  
MULTINATIONAL ENTERPRISE  
3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202.

**ACC 406 (S)**  
SPECIAL TOPICS IN FINANCIAL  
REPORTING  
3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior standing.

**ACC 411 (S)**  
ADVANCED COST MANAGEMENT  
3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

**ACC 418 (S)**  
CORPORATE AND OTHER TAXATION  
3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax exempt organizations, multistate corpo-

rate tax issues, and estate tax planning for the business owner. Prerequisites: ACC 307 and senior standing.

**ACC 478 (F)**  
ACCOUNTING INFORMATION AND  
ENTERPRISE RESOURCE SYSTEMS  
3 credits

An in-depth examination of accounting information systems (AIS) and enterprise resource planning (ERP) systems at both theoretical and conceptual levels. Concepts introduced enable the student to evaluate technologies, discuss their impact on the accounting profession, and to apply those technologies to practical business situations. Emphasis is on transaction cycles, transaction processing, accounting controls, systems auditing, and fraud detection. Prerequisite: ACC 202 and Senior standing.

**ACC 480 (F)**  
ACCOUNTING SEMINAR  
3 credits

Research in selected financial reporting topics. Prerequisites: ACC 202 or taken concurrently and BUS 208 and Senior standing.

## BUSINESS ADMINISTRATION

### BUSINESS ADMINISTRATION MINOR

The minor in Business Administration provides Arts and Sciences majors with a broad exposure to all the different areas of business. It complements the Liberal Arts background with knowledge and skills that can be applied to careers in all types of organizations.

This minor is not available to students in the School of Business Administration.

### REQUIREMENTS

Required for Minor in Business Administration: 6 courses

- BUS 100 or BUS 101
- ECN 150 or 155
- Four courses\* from the following:  
BUS 101, BUS 203, BUS 204,  
BUS 205, BUS 206\*\*, BUS 303

\*ECN 150 and BUS 100 or 101 should be taken prior to the other four courses.

\*\*BUS 101 and ECN 150 are pre-requisites to BUS 206.

Junior standing is a prerequisite for 300- and 400-level courses.

## COURSE DESCRIPTIONS

### BUS 100 (S)

#### BUSINESS PERSPECTIVES

3 credits

This freshman course is integrative, addressing business processes at an introductory level. It uses a real company and a real industry sector to provide students with an understanding about how "business" really works, and what "business" really is. The course has as its final product a business plan written by each team and presented to a panel of business executives for their evaluation. It emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty of the School of Business Administration (SBA), Integrated Science, Business and Technology (ISBT), and business executives and entrepreneurs in a small-class environment. Students are introduced to team-building, entrepreneurship, and business plans at the beginning of their academic program in order to build and develop their skills over the next three years. Students should take this course as early on as possible. Generally the course is not open to juniors and seniors.

### BUS 101 (F,S)

#### INTRODUCTION TO FINANCIAL ACCOUNTING

3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

### BUS 150 (F, S) (formerly MGT 200)

#### PRESENTATION SKILLS FOR BUSINESS

2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics are required. Students will make use of computer-based presentation technology.

### BUS 202 (F,S)

#### APPLIED QUANTITATIVE METHODS FOR BUSINESS

3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to microcomputer statistical software packages. Prerequisite: MTH 114.

### BUS 203 A,B (F,S)

#### (A) ORGANIZATIONAL BEHAVIOR,

#### (B) ORGANIZATIONAL BEHAVIOR PRACTICUM

3 credits (2 credits for A and 1 credit for B); BUS 203 A & B will be taken in the same semester:

(A) This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life.

(B) This lab experience will emphasize interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

### BUS 204 A,B (F,S)

#### (A) PRINCIPLES OF MARKETING,

#### (B) MARKETING PRACTICUM

3 credits (2 credits for A and 1 credit for B); BUS 204 A & B will be taken in the same semester:

(A) An overview of marketing concepts and principles applicable to business and

other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets.

(B) This portion of course is designed to help the student apply the skills learned in BUS 204(A). Using a variety of electronic data systems, students are required to plan and implement marketing-related decisions necessary for a firm to function successfully in a competitive market environment.

### BUS 205 A,B (F,S)

#### (A) INFORMATION TECHNOLOGY,

#### (B) INFORMATION TECHNOLOGY PRACTICUM

3 credits (2 credits for A and 1 credit for B); BUS 205 A & B will be taken in the same semester:

(A) This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, computer hardware and software, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. Prerequisites: CSC 151.

(B) This lab experience will emphasize interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Enterprise Information Systems, Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment.

### BUS 206 A,B (F,S)

#### (A) FINANCIAL MARKETS AND INSTITUTIONS, (B) FINANCIAL MARKETS AND INSTITUTIONS PRACTICUM

3 credits (2 credits for A and 1 credit for B); BUS 206 A & B will be taken in the same semester:

(A) An introduction to the basics of institutional finance. Financial instruments are

generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy.

(B) Students will participate in a computer-based lab where they will discover, analyze, and interpret quantitative and qualitative information on financial markets, instruments, and institutions. Prerequisites: BUS 101 and ECN 150.

### **BUS 207 (F,S)**

#### **MANAGERIAL ACCOUNTING**

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisite: BUS 101, MTH 114, CSC 151.

### **BUS 208 (F,S)**

#### **FUNDAMENTALS OF FINANCIAL MANAGEMENT**

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151.

### **BUS 300 (S)**

#### **SPECIAL TOPICS: TRAVEL/STUDY**

3 credits

Students study international aspects of Accounting, Finance, Economics, Management, Marketing and Management Information Systems in seminars taught by La Salle faculty. At the conclusion of the spring semester, students travel and attend lectures of faculty at the host school and company site visits. Previous schools visited were University of Laval in Quebec, Canada and University of Mannheim in Mannheim, Germany.

### **BUS 303 A,B (F,S)**

(A) LEGAL AND ETHICAL ENVIRONMENT of BUSINESS, (B) SOCIAL ENVIRONMENT OF BUSINESS PRACTICUM

3 credits (2 credits for A and 1 credit for B); BUS 303 A & B will be taken in the same semester.

(A) A study of the American legal system exploring how courts decide cases and

the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

(B) This one-credit experience examines Catholic and La Sallian writings on such issues as social justice, ethics, and social responsibility. Students may be expected to participate in a service component to this course.

### **BUS 304 (F,S)**

#### **BUSINESS PROBLEM SOLVING AND DECISION MAKING**

3 credits

Presents an integrated view of problem framing and the methodology of decision-making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used. Depending on the relevance to chosen case studies, topics covered may include several of the following: Decision Analysis, Forecasting, Inventory Management, Linear Programming, Critical Path-Method/Project Evaluation and Review Technique, Quality Control, and Simulation. Prerequisites: MTH 114 and BUS 202, 204, 205, 206, 207, and 208.

### **BUS 400 (F,S)**

#### **STRATEGY FORMULATION AND IMPLEMENTATION**

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing.

## **FINANCE**

### **FACULTY**

Walter Schubert, Ph.D., Chair

Joseph A. Kane, Professor Emeritus, Business Administration

Professors: Barenbaum, Buch, Schubert

Associate Professors: Ambrose, Rhoda

Assistant Professor: McNichol

Finance plays a central and critical role in the functioning of the economy. All enterprises (for profit, non-profit, and government) need to finance their strategic undertakings as well as their ongoing operations. Individuals, likewise, need to plan for important future events (e.g., financing their childrens' education, weddings, retirement). The study of Finance provides students with the knowledge and tools necessary to work and thrive in today's dynamic, global financial environment.

Students of finance typically follow career paths in financial management (such as working in the finance department of a corporation or government unit, or working in a consulting firm), investments (brokerage, portfolio management, security analysis), or financial services (working in a bank or an insurance company).

The curriculum of the Finance Department is uniquely designed to meet the needs of students wishing to pursue any of these career paths.

Understanding the importance of linking theory and practice, the Department recommends that students consider joining Gamma Iota Sigma (the Risk Management and Insurance Club) and/or the Investment Club (where students manage an actual investment fund). In addition, we advise that, during their University years, students strongly consider undertaking an internship or co-op.

### **REQUIREMENTS**

Required for Professional Option in Finance: 5 courses

- FIN 304, 403
- Three courses from among the following: FIN 306, 313, 314, 401, 420, 470.

Junior standing is a prerequisite for 300- and 400-level courses.

## COURSE DESCRIPTIONS

**FIN 304 (F, S)**

## FINANCIAL DECISION-MAKING

3 credits

Case studies, outside readings, and spreadsheet analysis are employed to reinforce and further develop the concepts covered in BUSINESS 208. Prerequisite: BUS 202 and 208.

**FIN 306 (F)**

## THE FINANCIAL SERVICES INDUSTRY

3 credits

An examination of the firms, such as banks, insurance companies, finance companies, securities firms, and mutual funds, that provide financial services to consumers and businesses. Topics include the domestic and international financial environment in which financial service firms operate; financial market risk and its management; ethical and legal issues; and managerial problems specific to each service firm. Prerequisite: BUS 202, 206, 208.

**FIN 313 (S)**

## EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: BUS 208.

**FIN 314 (F)**

## RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on risk analysis and control functions: recognition, measurement and treatment. Historical and forecast financial statements are scrutinized for the purpose of risk identification. Same as RMI 314. Prerequisite: BUS 202, 208.

**FIN 350, 450 (F, S, Summer)**

## COOPERATIVE EDUCATION

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 206 or 208 or permission of Chairperson.

**FIN 360, 460 (F, S, Summer)**

## INTERNSHIP IN FINANCE

3 credits

Practical experience in Financial/Insurance setting. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: BUS 206 or BUS 208 or permission of Chairperson.

**FIN 401 (S)**

## INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition; criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

**FIN 403 (F, S)**

## INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging; and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

**FIN 420 (S)**

## FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as

RMI 420. Prerequisite: BUS 202, 206, 208.

**FIN 470 (F)**

## SELECTED TOPICS IN FINANCE

3 credits

Selected topics in finance studied in-depth under the direction of faculty. Prerequisite: Senior standing.

## HEALTH CARE ADMINISTRATION MINOR

## FACULTY

Anne Walsh, D.S.W., M.B.A., Director  
Associate Professors: Leaby, Walsh

## Requirements

Health Care Administration is an interdisciplinary minor available to students in the School of Arts and Sciences, School of Business and School of Nursing. Six courses are required for the minor in health administration.

Students should enroll in the following four core courses for the minor in Health Administration:

HCA 370: Introduction to Health Care Organization and Management

HCA 459: Health Care Planning and Policy Analysis

HCA 460: Seminar in Health Administration

Ethics Course: Students may select one ethics or social responsibility course from the following course list: Religion 250, Religion 251, Religion 352, Religion 353, Philosophy 212, Philosophy 223, Philosophy 350.

Students should also select two elective courses for the minor. One additional ethics or social responsibility course may be taken, or students may choose two elective courses focused on social, economic, or organizational issues from the following course list: Internship Course (Please Refer to your Departmental List for Course Number), Nursing 174, Nursing 476, Sociology 309.

**COURSE DESCRIPTIONS****HCA 370 (S)****INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT**

3 credits

Analyzes the health care system in the United States including trends in multi-hospital systems, behavioral health care, and managed care. Managerial approaches to system integration, financing, and total quality management are also examined.

**HCA 459 (F)****HEALTH PLANNING AND POLICY ANALYSIS**

3 credits

Strategic analysis of the various external, competitive, and internal variables which influence health care management are discussed. Students rely upon case analysis to examine issues involved in strategy formulation and strategy implementation. Prerequisite: HCA 370 (or taken concurrently).

**HCA 460 (S)****SEMINAR IN HEALTH ADMINISTRATION**

3 credits

Seminar course is designed as a virtual case analysis experience with regional executives from the health care industry. Students will work on an assigned case from a participating institution with health care executive. Cases will include acute care, non profit, health insurance, and pharmaceutical firms in the region. Prerequisite: HCA 459

**INTERNATIONAL STUDIES MINOR**

Directed by: Joshua Buch, Ph.D., Finance Department

Designated as a minor available to all students regardless of major.

**REQUIREMENTS**

Required: 6 courses

Many of the courses listed below may also fulfill Liberal Arts Core requirements.

Any three of the following:

- REL 230, 231, 232
- PHL 269, 330-336
- All foreign language and foreign literature courses

- HIS 251, 303, 308, 311, 325, 328, 341, 343, 344, 345, 346, 348, 351, 353, 354, 370, 440, 452, 458, 470

- ECN 432

- ENG 312, 366

- POL 221, 322

- SOC 237, 238, 306, 308, 309

And any 3 courses from the following:

- ECN 330 or 331

- POL 240 or 341

- MGT 356

- FIN 403

- MKT 305

Suitable Special Topics courses and study abroad programs may be approved; see Dr. Buch for advisement

**LAW**

Coordinator of Pre-Law: David Culp, J.D.

Coordinator of Pre-Law Programs: Evelyn Boss Cogan, J.D.

Pre-Law Advisors: Evelyn Boss Cogan, J.D., David Culp, J.D., Gerard Downey, J.D.

**FACULTY**

Business-Law Program

Assistant Professors: Cogan, Culp

Lecturers: Berry, Gembala, Halpin

Law courses may be taken as electives. While there is no pre-law major, certain of these courses may be recommended for pre-law students by the Coordinator.

Junior standing is a prerequisite for all 300- and 400-level courses.

**COURSE DESCRIPTIONS****LAW 300 (F, S)****APPROACHES TO THE LAW OF CONTRACTS**

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

**BUS 303 A,B (F,S)****(A) LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS, (B) SOCIAL ENVIRONMENT OF BUSINESS PRACTICUM**

3 credits (2 credits for A and 1 credit for B);

BUS 303 A & B will be taken in the same semester.

(A) A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

(B) This one-credit experience examines Catholic and La Sallian writings on such issues as social justice, ethics, and social responsibility. Students may be expected to participate in a service component to this course.

**MANAGEMENT****FACULTY**

Madjid Tavana, M.B.A., P.M.I.S., Ph.D., Chair

Professors: Joglekar, Miller, Seltzer, Smither

Associate Professors: Kennedy, Meisel, Tavana, Van Buskirk

Assistant Professors: Gauss, Mouzon, Rappaport, Smith, Szabat

Lecturer: Mudrick

There are two majors in the Management Department: Management Information Systems (MIS) and Organizational Management (MGT). The choice of major should depend on career objectives and personal interests. If there are questions about the majors, the student should consult with the Department Chair or a departmental advisor.

The primary goal of the Management Department is to graduate competent students in the fields of Management Information Systems (MIS) or Organizational Management (MGT). MIS and MGT curricula produce graduates that can communicate effectively, continue to learn and update their skills, and are confident in their abilities as professionals. Students are trained to be sensitive to the expanding role they play in society and understand the evolving implications of



their professional, ethical, legal, and social responsibilities.

Individuals completing the recommended courses of study in MIS or MGT will be able to:

- function competently at an entry-level position;
- enter an advanced course of study;
- communicate in a variety of settings using oral, written, and multimedia techniques;
- think creatively in solving problems;
- use planning, implementation and management tools in a changing environment;
- possess an awareness of management techniques, professional and ethical concepts, legal issues, and strategic planning; and
- understand that managers function within a global context and, therefore, must be cognizant of cultural, economic, political, and technological differences.

## Management Information Systems

Management Information Systems (MIS) focuses on designing computer systems to help people do their work better. It involves bridging the gap between technology and the people who use it by converting user requirements into cost-effective computer and information systems and finding ways to make users and systems more productive.

Information systems have always been significant in the management of organizations. The use of computers has continued to evolve from machines which could calculate and produce simple reports to distributed multiprocessors with powerful individual work-stations for the end-user.

If you have a flair for computers, but you don't want to be a programmer; if you enjoy working with people – talking about projects and solving problems in teams; if you think you would enjoy the design process - planning and implementing a system that works most efficiently, you should think about a career in MIS.

The applied nature of the MIS discipline suggests a critical link with the practicing professional community. This relationship is established and maintained through the use of "real-world" projects,

practicing MIS professionals as speakers in class, and internships. Our student organization, the Information Technology Student Leadership Association (ITSLA), brings executives to speak on campus, and provides a forum for students to network and explore their career interests.

Career opportunities for MIS professionals are expanding rapidly and will continue to do so for the foreseeable future. Professionals entering the MIS marketplace require specialized training and education. Unique skill sets are necessary to support a large number of job titles and positions such as: Systems Analyst, Database Administrator, Business Analyst, Data Analyst, eCommerce Applications Analyst, Computer Systems Auditor, Information Systems Manager, Computer and Software Marketing Manager, Office Automation Specialist, Computer Consultant, and Network Administrator.

### REQUIREMENTS

Required for professional option in Management Information Systems: 5 courses.

- MIS 410, 420 and 480
- Choose two of the following: MIS 375, MIS 385, MIS 400, MIS 405, MIS 415

Junior standing is a prerequisite for 300- and 400-level courses.

MIS majors can broaden their technical expertise by choosing a complementary concentration in any of the technology-oriented disciplines including: Computer Science (CSC), Digital Arts (DArt), and Integrated Science, Business and Technology (ISBT) in the School of Arts and Sciences. Three designated courses are required for a concentration. See a faculty advisor in the Management Department for a list of required courses for each concentration.

### COURSE DESCRIPTIONS

#### MIS 375 (S)

INFORMATION SYSTEMS PROJECT MANAGEMENT

3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project man-

agement and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: BUS 100.

#### MIS 385 (S)

DECISION SUPPORT AND EXPERT SYSTEMS

3 credits

This course is about the manager's responsibilities for decision making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition and Validation, Knowledge Representation, Inferencing and ES Building Process and Tools. Students are required to apply DSS and ES Software Packages in a hands-on environment. Prerequisite: BUS 205 or equivalent.

#### MIS 350, 450 (F, S, Summer)

COOPERATIVE EDUCATION

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 205.

#### MIS 360, 460 (F, S, Summer)

INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS

3 credits

Practical experience in area company or organizational setting. Appropriate job-related learning assignment under faculty supervision. Consult Department Chairperson. Prerequisite: BUS 205.

**MIS 371 (F, S)****SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

3 credits

Designed to address contemporary issues and interests in Management Information Systems. Such topics as Office Automation, Information Systems Evaluation, Information Resources Management, and User Interface Design will be offered in various semesters. Prerequisite: varies with topics.

**MIS 400 (F)****BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE**

3 credits

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected high level programming languages such as Visual Basic and Java and documentation of such a programming project. This is a hands-on course. Students will design and develop several computer programs throughout the term. Prerequisite: BUS 205 or equivalent.

**MIS 405 (F, S)****EMERGING INFORMATION TECHNOLOGY**

3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course. Prerequisite: BUS 205 or equivalent.

**MIS 410 (F)****INFORMATION SYSTEMS ANALYSIS AND DESIGN**

3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. Systems Design topics such as User Interface, Design Alternatives, Prototyping, Input, Output, and File Design are discussed. Prerequisite: BUS 205 or equivalent.

**MIS 415 (S)****SMALL BUSINESS SYSTEMS DEVELOPMENT**

3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, and the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: BUS 205 or equivalent.

**MIS 420 (S)****DATABASE MANAGEMENT SYSTEMS**

3 credits

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems and database administration. To demonstrate acquired skills, students design and develop a database application using Oracle. Prerequisite: MIS 410.

**MIS 480 (S)****INFORMATION SYSTEMS CAPSTONE**

3 credits

This integrative capstone course is designed to examine the effects of technology and its rapidly changing nature on the corporate environment. Students will learn how to think strategically about information systems within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems solutions. This course serves as the culminating experience in the Management Information Systems program. Prerequisite: Senior Standing with at least two upper-level MIS courses for MIS majors, and Senior Standing with BUS 205 for non-MIS majors.

## Organizational Management

Organizational Management majors study the "human" side of business. Ultimately all business decisions are made by people. Organizational Management majors learn how to manage an organization's human resources to maximize its profitability and enhance employee satisfaction. Organizational Management majors learn how organizations influence, and are influenced by, their strategy, business environments, technology, social norms, size, and life stages. They learn how to recruit, select, train, appraise, compensate, and manage a diverse, talented work force in a competitive global environment. Like all business majors at La Salle, they also obtain a broad background in all areas of business (marketing, accounting, finance, operations, management information systems, and policy) through courses in our core business curriculum.

All firms require people skilled in organizational management. As a group, Organizational Management majors have very diverse interests. Many want to enter a career in human resource management. Others want to be entrepreneurs and someday run their own companies. Some know they want a career in business, but have not yet decided which business career path is best suited to their interests.

Students are especially encouraged to complete an internship in firms such as Crown Cork & Seal, the largest packaging company in the world, with its worldwide headquarters in Northeast Philadelphia. Our student organization, the Society for

Advancement of Management (SAM), brings executives to speak on campus, and provides a forum for students to network and explore their career interests.

## REQUIREMENTS

Required for professional option in Organizational Management: 5 courses.

- MGT 302, 303, and 307
- Choose two of the following: MGT 352, MGT 353, MGT 354, MGT 355, MGT 356, MGT 357, MGT 371

Junior standing is a prerequisite for 300- and 400-level courses.

## COURSE DESCRIPTIONS

### MGT 302 (F)

MANAGING HUMAN RESOURCES I: CREATING A COMPETITIVE WORKFORCE  
3 credits

This course introduces students to the role that effective human resource (HR) management plays in successfully implementing business strategy. Topics include HR strategy, HR planning, job analysis, equal employment opportunity (EEO) law, recruiting, measurement, and selection. There is also strong emphasis on the special challenges and issues associated with international human resource management. Prerequisite: BUS 203.

### MGT 303 (S)

MANAGING HUMAN RESOURCES II: DEVELOPING AND MANAGING A COMPETITIVE WORKFORCE  
3 credits

This course blends theory, research, and practice to enable students to maximize employee productivity, commitment, and satisfaction. Topics include training and development, performance management and appraisal, compensation and benefits, quality initiatives and job design, and labor relations. This course strongly emphasizes issues associated with managing an international workforce. Prerequisite: MGT 302.

### MGT 307 (S)

DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE  
3 credits

Develops an understanding of the interaction of organizational structure and processes. Examines relationship of internal and external environments. Studies organizational design and utilizes current

theories of organizational behavior as practical tools in analyzing specific organizations. Prerequisite: BUS 203.

### MGT 350, 450 (F, S, Summer)

COOPERATIVE EDUCATION  
3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 203.

### MGT 352 (F)

EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT  
3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: BUS 203.

### MGT 353 (S)

DISPUTE RESOLUTION  
3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques which build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution. Prerequisite: BUS 203.

### MGT 354 (S)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT  
3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas – business, government, and organized labor – impinging on the small entrepreneur today. Prerequisite: BUS 203.

### MGT 355 (F)

POWER, MOTIVATION, AND LEADERSHIP  
3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. We will examine not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the impact of these approaches on the satisfaction and development of employees. Prerequisite: BUS 203.

### MGT 356 (F)

MANAGING IN THE GLOBAL ECONOMY  
3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of international businesses. Course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.

### MGT 357 (F)

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE  
3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.

### MGT 360, 460 (F, S, Summer)

INTERNSHIP IN ORGANIZATIONAL MANAGEMENT  
3 credits

Practical experience in an organizational setting. Study and evaluation of an organization's functioning. Appropriate job-related learning assignments under faculty supervision. Consult Department Chairperson. Prerequisite: BUS 203.

**MGT 371 (F,S)****SPECIAL TOPICS**

3 credits

Designed to address contemporary issues and interests in Management. Such topics as Total Quality Management, Non-profit Management, Compensation Analysis, and Employment Law will be offered in various semesters. Prerequisite varies with topics.

**MARKETING****FACULTY**

James A. Talaga, Ph.D., Chair

Associate Professor: Talaga

Assistant Professors: Javie, Jones

Lecturer: Willig, Crossen

Many people believe that marketing consists only of advertising and personal selling. Although marketing includes these activities, the purpose of marketing in an organization is much broader; the purpose of marketing is to create and retain satisfied customers. Marketing begins by understanding consumer behavior, discovering customers' needs and then developing programs to satisfy those needs.

The decisions made in creating marketing programs are essential to the success of any organization. Which customer groups shall we serve? What kind of products and services will we offer? How should they be priced, promoted, and distributed to the customer? The fundamental marketing concept is that organizations can achieve their goals by satisfying consumer needs.

The Marketing curriculum at La Salle University will give students the knowledge and skills they need to succeed in a variety of marketing related fields. Marketing classes and projects develop such skills as making effective presentations, creating advertising campaigns, analyzing consumer behavior, and conducting marketing research studies. In all Marketing classes, an emphasis is placed on involving students with real-world problems that will advance their ability to make sound business decisions.

Marketing majors are encouraged to participate in the Marketing Department's Internship Program. Here, participants work part-time in a marketing position under faculty supervision. The Department of Marketing has a tradition of interacting with students as they make both academic and career decisions. Marketing

graduates may work in business, government, or non-profit organizations. Those who major in marketing are prepared to enter a wide variety of career fields; these include personal selling, retailing, public relations, advertising, direct marketing, marketing research, and marketing management.

**REQUIREMENTS**

Required for Professional Option in Marketing: 4 courses.

- MKT 301, 401 and 402
- Choose one of the following: MKT 302, 304, 305, 370, or 371.

Junior standing is a prerequisite for 300- and 400-level courses.

Required for Minor in Marketing:

6 courses

- BUS 100, ECN 150 or 155, BUS 204
- One course from the following: BUS 101, BUS 203, BUS 205, BUS 206
- Two courses from the following: \* MKT 301, 302, 305, 370 or 371

\* Course work in, or demonstrated evidence of, oral and interpersonal skills and/or permission of Chairperson is required prior to enrolling in upper-level Marketing courses.

Junior standing is a prerequisite for 300- and 400-level courses.

**COURSE DESCRIPTIONS****MKT 301 (F,S)****PERSONAL SELLING**

3 credits

Examines the importance and practice of individual selling in the economy.

Focuses on types of buyers, buyer behavior, steps in the selling process, sales presentations, and ethics in selling. Prerequisite: BUS 204.

**MKT 302****ADVERTISING AND PROMOTIONAL MANAGEMENT**

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout

and media; measurement of promotional effectiveness; and advertising departments and agencies. Prerequisite: BUS 205 or equivalent.

**MKT 303****SALES MANAGEMENT**

3 credits

The activities of a sales manager in directing and controlling a sales force; recruiting, selecting, training, compensating, motivating, and supervising sales personnel; establishment of sales territories, quotas, and budgets. Prerequisite: BUS 204.

**MKT 304****BUSINESS TO BUSINESS MARKETING**

3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. Prerequisite: BUS 204.

**MKT 305****INTERNATIONAL MARKETING**

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. Prerequisite: BUS 204.

**MKT 350, 450 (F,S, Summer)****COOPERATIVE EDUCATION**

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 204.

**MKT 360, 460 (F,S, Summer)****INTERNSHIP IN MARKETING**

3 credits

A study of an organization's marketing program conducted while the student is serving part-time as a trainee. Carried out under faculty supervision. See Department Chair for further information. Prerequisites: MKT 201 and at least one upper level marketing course. A student may elect to take a second marketing

internship for 3 additional credits in subsequent semesters.

### **MKT 370 (F, S)**

#### **SPECIAL TOPICS**

3 credits

Designed to address contemporary issues and interests in Marketing. Such topics as Internet Marketing, Supply Chain Management, Retailing and Managing Customer Relationships will be offered in various semesters. Prerequisite: BUS 204.

### **MKT 371**

#### **CONSUMER BEHAVIOR**

3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process. Prerequisite: BUS 204.

### **MKT 401 (F)**

#### **MARKETING RESEARCH**

3 credits

The use of scientific method in the solution of specific marketing problems and in the conduct of general market research studies: methods of marketing research, gathering data, tabulation and analysis, interpretation of results, and report presentation. Prerequisites: BUS 204, BUS 202.

### **MKT 402 (S)**

#### **MARKETING MANAGEMENT**

3 credits

As the capstone course for marketing majors, integrates all other marketing courses. Includes a study of actual business cases employing a managerial approach to marketing. Emphasizes decision making and strategy development in marketing under rapidly changing market conditions. Prerequisites: All other required marketing courses or permission of the instructor.

## **RISK MANAGEMENT AND INSURANCE MINOR**

### **FACULTY**

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., A.R.M., Finance Department

Associate Professor: Ambrose

Assistant Professor: McNichol

### **REQUIREMENTS**

Six courses are required for the Minor in Risk Management and Insurance, and must be taken from the following two groups:

- RMI 301, 313, 314, 420, Cooperative Education or Internship.
- BUS 101; BUS 208; BUS 202; BUS 303.

Business majors are required to take 4 RMI courses; Non-business majors are required to take at least 3 RMI courses. Junior standing is a prerequisite for 300- and 400-level courses.

### **COURSE DESCRIPTIONS**

#### **RMI 301 (F)**

##### **FUNDAMENTALS OF RISK AND INSURANCE**

3 credits

Introduction to the underlying principles, practices, and the legal aspects of insurance; survey of personal lines such as auto, homeowners, life, health; commercial lines coverage, including fire, marine, fidelity and corporate surety, workers' compensation, business interruption.

#### **RMI 313 (S)**

##### **EMPLOYEE BENEFIT PLANNING**

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: BUS 208.

#### **RMI 314 (F)**

##### **RISK MANAGEMENT**

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on risk analysis and control functions: recognition, measurement and treatment. Historical and forecast financial statements are scrutinized for the purpose of risk identification. Same as FIN 314. Prerequisites: RMI 301 or permission of Program Coordinator, BUS 202, BUS 208.

#### **RMI 350, 450 (F, S, Summer)**

##### **COOPERATIVE EDUCATION**

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least 6 months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: BUS 206 or BUS 208 or RMI 301.

#### **RMI 360, 460 (F, S, Summer)**

##### **INTERNSHIP IN RISK MANAGEMENT**

3 credits

Normally part-time, non-paid practical experience in risk management/insurance setting. Appropriate job-related learning assignments under faculty supervision. Consult Program Coordinator. Prerequisite: BUS 206 or RMI 301.

#### **RMI 420 (S)**

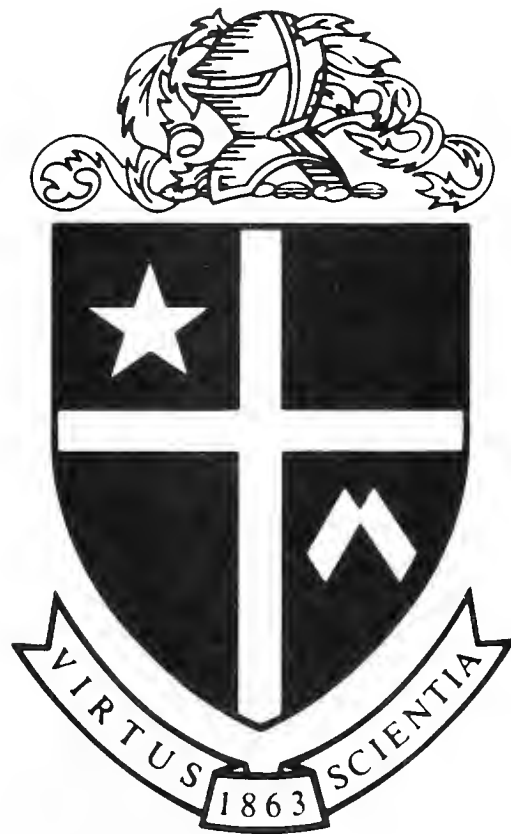
##### **FINANCIAL MANAGEMENT OF THE INSURANCE FIRM**

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company. Statutory Accounting Principles are studied. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as FIN 420. Prerequisites: RMI 301 or permission of Program Coordinator and BUS 208, 202 and 206.

# Nursing

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## LA SALLE UNIVERSITY SCHOOL OF NURSING

### MISSION

Consistent with Lasallian values, the Mission of the School of Nursing is to provide excellent education programs to develop culturally and clinically competent, caring nursing and health science professionals and to prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

### VISION

The La Salle University School of Nursing will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The School will provide educational and service programs for the health care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The Faculty of the School will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

## NURSING PROGRAMS

### GOAL

The goal of the Nursing Programs at La Salle University is to educate diverse students so that they provide culturally competent, professional nursing services.

### MISSION

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

### VISION

Nursing Programs lead in the development of curricula that are based on the health needs of populations and mobilize resources for the welfare of vulnerable and underserved people. Nursing Programs implement educational and service activities, meeting the health care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in agency partnerships. Nursing Faculty carry

out programs of teaching-learning, research, scholarship, service, leadership, and practice that promote the health of people and society.

### PHILOSOPHY FOR NURSING PROGRAMS

Nursing Programs and services promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations. Nursing is an art, science, and profession in which relationships between nurses and those cared for are essential. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, leader, manager, coordinator, researcher, consultant, and administrator.

The foundation of professional education for basic and advanced nursing includes humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The programs use systems theory that views health as an ever-changing state.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of cared for individuals, families, groups, communities and populations. Nurses recognize that the greatest potential for healing lies within the person. Nurses' primary focus is improving human responses to health and illness.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource of learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Faculty believe that students have the potential to develop as leaders, responsive to persons served and concerned with their welfare. Students develop as ethical, caring, practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

## UNDERGRADUATE NURSING PROGRAM

La Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the National Council Licensure Examination (state board nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time, 122-credit program leading to the B.S.N. provides the student with a strong foundation in the liberal arts and biological sciences in preparation for 12 nursing major courses, eight of which include clinical practice components in a variety of health care settings.

### PURPOSE OF THE UNDERGRADUATE NURSING PROGRAM

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses for entry into professional practice, who demonstrate leadership when responding to changing health care needs of individuals, families, groups, communities, and populations in a diverse society, who affect change in health care and community systems, and who are prepared for graduate study.



## LEARNING GOALS OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span.
3. Use clinical judgment and decision-making skills when evaluating the health status of individuals and families and their response to health care.
4. Demonstrate assessment, technical, and communication skills when providing, coordinating, collaborating, and managing nursing care given to individuals, families, groups, communities, and populations across various environments and health care delivery systems.
5. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, recovery, and rehabilitation.
6. Initiate partnerships with patients, families, communities, and health care professionals to promote health and prevent disease.
7. Evaluate nursing and health care services based on ethical, legal, and professional practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.

The program is designed for students entering from high school who have selected nursing as a career, transfer students, adult students who are seeking a second undergraduate degree or career change, and students who have completed liberal arts/science pre-nursing requirements. (Please see the evening/weekend section of this catalog for a description of the BSN part-time program options at both the Newtown and Main campuses).

## ACCREDITATION

La Salle University's B.S.N. program is fully accredited by the National League for Nursing Accrediting Commission (NLNAC). La Salle University has also been granted preliminary approval from the Commission on Collegiate Nursing Education (CCNE).

## CLINICAL EXPERIENCES

La Salle's School of Nursing has established strong ties with a number of hospitals and other health care facilities in the Philadelphia area. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Moss Rehabilitation Center, Chestnut Hill Hospital, Abington Memorial Hospital Belmont Center for Comprehensive Care, Friends Hospital,

Shriner's Hospital for Children, Girard Medical Center, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, YWCA of Germantown, and Philadelphia public, parochial, and private schools. In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health and primary care facility.

Several of these institutions and the Neighborhood Nursing Center are within walking distance of La Salle's campus. Others can be reached by public transportation if necessary. Students are responsible for their own transportation to the clinical areas. Students are assigned to clinical rosters by the Assistant Dean and the Director of the Undergraduate Nursing Program to ensure that students receive varied clinical experiences.

## NURSING HONOR SOCIETY

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional standards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by application and invitation to nursing students with an academic index of 3.0 and above. The society inducts new members once a year in December.

## NATIONAL STUDENT NURSES' ASSOCIATION

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers over 300,000 nurses in all levels of nursing education, consists not only at the national level, but at the state level (Student Nurses' Association of Pennsylvania) and at the school/chapter level. La Salle School of Nursing has a chapter of SNAP. Students learn professional and leadership skills in this organization, and can attend national and state-wide nursing conferences and events. Students are strongly encouraged to join and become involved in NSNA.

## MINORITY STUDENT NURSES ASSOCIATION

Minority Student Nurses Association (MSNA) of La Salle University School of Nursing seeks to enhance the experiences of minority nursing students, while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

## ADMISSION TO THE NURSING MAJOR

Before beginning nursing major courses – which are concentrated in the junior and senior years – the student must have earned at least 60 credits in the liberal arts and sciences and have a minimum cumulative G.P.A. of 2.75 and science G.P.A. of 2.75

(Anatomy and Physiology I & II, Microbiology, and Chemistry). Nursing major courses consist of 52 credits.

Students are required to submit the following before entering the clinical settings: cleared criminal record check, cleared child abuse check, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory before acceptance to the nursing major.

## PROGRESS RECORD (122 Credits)

### I. Powers (4 courses)

- A. Writing I ENG 107
- B. Writing II ENG 108
- C. Numbers HSC 217 or ECN 213
- D. Information Technology<sup>2</sup> CSC 151

1. May be waived by decision of the University before beginning course work; then additional elective is required.

2. May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

### II. Frameworks of Scientific Understanding

#### A. Natural Science (5 courses)

The following courses are required:

**BIO 161** – Anatomy & Physiology I

**BIO 162** – Anatomy & Physiology II

**BIO 163** – Clinical Microbiology

**CHM 161** – Chemistry

**NUTR 165** – Nutrition

#### B. Social Science (3 courses)

1. Sociology SOC 150

2. Psychology

a) **PSY 210** – Developmental Psychology

b) **PSY 205** – Personality & Adjustment

or

**PSY 220** – Abnormal Psychology

or

**PSY 225** – Social Psychology

or

**PSY 155** – Introduction to Psychology

### III. Patterns of Meaning (8 courses)

- A. Religion REL 150 or 153
- REL (200 level)
- B. Philosophy PHL 150 or 152
- PHL (200 level)
- C. Literature ENG 150 or LIT 150
- D. History HIS 151
- E. Fine Arts or Foreign Language ART 151, MUS 150 or Foreign Language

Plus one additional:

Literature or History or Fine Arts or Foreign Language

### IV. Major Requirements (12 courses)

1. **NUR 304** – Introduction to Professional Nursing
2. **NUR 305** – Health Assessment and Promotion
3. **NUR 307** – Foundations of Practice
4. **NUR 309** – Nursing Care of Women and Families
5. **NUR 311** – Nursing Care in Chronic Illness
6. **NUR 312** – Pharmacology
7. **NUR 403** – Mental Health of the Individual and Family
8. **NUR 405** – Nursing Care of Children and Adolescents
9. **NUR 408** – Nursing Research
10. **NUR 409** – Nursing Care in Acute Illness
11. **NUR 411** – Public Health Nursing
12. **NUR 414** – Nursing Management and Leadership

### V. Elective (2 courses)

1. HSC 114
2. \_\_\_\_\_

## MODEL ROSTER — NURSING PROGRAM

### FRESHMAN YEAR

Fall	Spring
Writing I	Writing II
HSC 114	Religion
Chemistry or Clinical Microbiology	Clinical Microbiology or Chemistry
Computer Science	Sociology
Psychology	Psychology

### SOPHOMORE YEAR

Fall	Spring
Nutrition	History
Fine Arts or Foreign Language	History, Fine Arts, Literature or Foreign Language
Anatomy and Physiology I	Anatomy and Physiology II
Literature	Statistics
Philosophy	Elective

### JUNIOR YEAR

Fall	Spring
Nursing 304	Nursing 309
Nursing 305	Nursing 311
Nursing 307	Nursing 312
Philosophy	Religion

### SENIOR YEAR

Fall	Spring
Nursing 403	Nursing 409
Nursing 405	Nursing 411
Nursing 408	Nursing 414

### KEY

(F) – Offered in Fall term; (S) – Offered in Spring term; (F, S) – Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

✍ identifies courses that have been designated as writing intensive.

### FACULTY

Zane Robinson Wolf, Ph.D., R.N., FAAN, Dean

Diane M. Wieland, Ph.D., R.N., C.S.,

Director, Undergraduate Programs

Professors: Wolf, Giardino

Associate Professors: Beitz, Kinsey, Serembus, Vito, Wieland, Zuzelo

Assistant Professors: Frizzell, Goldberg, Hoerst, Miller, Strayer, Zurakowski

### COURSE DESCRIPTIONS

#### NUR 304 (F)

INTRODUCTION TO  
PROFESSIONAL NURSING

3 credits

This course stimulates understanding of the nursing profession as a science, art, and career. It explores the roles of nurses and the practice of nursing within the broader health care system, and focuses on roles of professional nursing, levels of practice, career development, and collaboration with other health professions to provide comprehensive care. The course explores concepts of critical thinking in the context of clinical practice and emphasizes philosophical, legal, and ethical bases for professional practice.

#### NUR 305 (F)

HEALTH ASSESSMENT AND  
PROMOTION

5 credits

The focus of this course is to develop a theoretical and clinical base necessary to assess healthy individuals across the lifespan. Emphasis is given to identifying the range of health states through health assessment, health promotion activities, and prevention of disease and interventions necessary to provide care to healthy individuals within the framework of *Healthy People 2010* objectives. Includes 3 hours of class, 6 hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

#### NUR 307 (F)

FOUNDATIONS OF PRACTICE

5 credits

This course explores the conceptual and practical foundations of nursing as a practice discipline. Theory, learning laboratory, and clinical experiences in a variety of health care settings are provided. The course emphasizes direct care interventions that assist persons to improve health states. Includes 3 hours of class, 6 hours of clinical. Prerequisite: 60 credits in Arts and Science.

#### NUR 309 (S)

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY

5 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital sta-

tus, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: Nursing 305 and 307.

### **NUR 311 (S)**

#### **NURSING CARE IN CHRONIC ILLNESS**

5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305 and 307.

### **NUR 312 (S)**

#### **PHARMACOLOGY**

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 305 and 307.

### **NUR 403 (F)**

#### **MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY**

5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of *Healthy People 2010*, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 309, 311 and 312.

### **NUR 405 (F)**

#### **NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses in the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2000 documents. The course is designed to meet the guidelines for professional nurses as found in the Standards of Clinical Nursing Practice and the Statements on the Scope and Standards of Pediatric Clinical Nursing Practice. Prerequisite: NUR 309, 311 and 312.

### **NUR 408 (F)**

#### **NURSING RESEARCH**

3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisite: HSC 217 or ECN 213

### **NUR 409 (S)**

#### **NURSING CARE IN ACUTE ILLNESS**

5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. This course includes an intensive 6 day clinical experience at the end of the course to enhance the transition into the professional nursing role. Prerequisite: NUR 403 and 405.

### **NUR 411 (S)**

#### **PUBLIC HEALTH NURSING**

5 credits

This course introduces the student to population-based health care needs and strengths. Emphasis is placed on health

promotion, primary disease prevention and protection for particular at-risk and high-risk population groups. Resources and health care strategies are identified. Neighborhood and community cohesiveness as well as relevant political, social, and health care actions are examined. In a variety of community settings, students will explore and apply nursing strategies that support personal and communal well-being. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 403 and 405.

### **NUR 414 (S)**

#### **NURSING MANAGEMENT AND LEADERSHIP**

3 credits

The purpose of this course is for students to analyze nursing leadership and management in the healthcare system. Students address issues involving delegation, conflict resolution, prioritization, professional development, and strategic planning. Students explore issues of case management, reimbursement, and quality assurance in healthcare systems. The course emphasizes the nurse's role in ethical decision-making and patient advocacy.

## **STATISTICS OPTION**

### **HSC 217**

#### **STATISTICS FOR HEALTH PROFESSIONALS**

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in nursing and allied health research will also be provided. As part of this course, the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

## **NURSING ELECTIVES**

### **NUR 462**

THE PERIOPERATIVE NURSING SYSTEM  
NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interven-

tions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client/family communication, priority determination/resource management, and health care trends.

### **NUR 463**

#### **ADVANCED CONCEPTS IN PERIOPERATIVE NURSING**

NUR 463, an elective course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach.

### **NUR 464**

#### **ETHICS IN NURSING PRACTICE**

Ethics in Nursing Practice is designed to provide the foundation for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

## **HEALTH SCIENCE MINOR COURSES**

### **HSC 114**

#### **UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS**

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climactic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

### **HSC 223**

#### **PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE**

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

### **HSC 361**

#### **HEALTH COMMUNICATION: A MULTIMEDIA APPROACH**

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with commu-

nication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

### **HSC 389**

#### **THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES**

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

### **HSC 416/516**

#### **URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

### **HSC 424**

#### **LACTATION PROMOTION AND MANAGEMENT**

3 credits

The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of

theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding.

### HSC 434

#### WOMEN'S HEALTH CONCERNS

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

### HSC 451

#### UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

### HSC 493

#### HOLISTIC HEALTH APPROACHES I

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

## NUTRITION

The mission of La Salle's Bachelor of Science in Nutrition is to educate baccalaureate students in nutrition and health science to work in multidisciplinary settings, promote health and wellness within communities, prevent and treat nutrition-related diseases, integrate research into practice, and assume careers as registered dietitians.

Registered Dietitians provide care to people of all ages through assessment, evaluation, and treatment of nutrition-related health problems and disorders. They also plan, implement, and evaluate nutrition programs, provide consultation to business, healthcare, and industry, and manage food services and facilities.

### LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition counseling and education to individuals, groups, and communities using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning.
4. Utilize technical skills and knowledge of health behavior when providing nutrition therapy to individuals across the lifespan.
5. Apply clinical judgment and decision-making skills when assessing and evaluating the nutritional status of individuals and their response to nutrition intervention.
6. Implement strategies for food access, procurement, preparation, and safety within commercial and community food programs.
7. Perform food management functions in business, healthcare, and community agencies.
8. Initiate multidisciplinary practice in health promotion and disease prevention and treatment.
9. Provide culturally competent nutrition services within the bounds of ethical, legal, and professional practice standards.
10. Value self-directed learning for continuing professional development.

## ACCREDITATION

La Salle University's Didactic Program in Nutrition is currently granted approval by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

La Salle University's Coordinated Program in Dietetics is currently granted developmental accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL. 60606-6995. 312-899-5400.

## STUDENT NUTRITION ORGANIZATION

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service projects for students, faculty, and staff of La Salle University and its surrounding community.

## ADMISSION TO THE NUTRITION MAJOR

Students interested in pursuing a Bachelor of Science Degree in Nutrition must apply to the Office of Admission.

All students in the Coordinated Program in Dietetics must have earned at least 60 credits in the liberal arts and sciences and have a minimum cumulative G.P.A. of 2.75 and a science G.P.A. of 2.75 (Anatomy and Physiology I and II, Chemistry, Organic Chemistry, and Biochemistry) in order to begin nutrition major courses (which are concentrated in the junior and senior years). Nutrition major courses in the Coordinated Program in Dietetics consist of 57 credits.

## MINOR IN NUTRITION

A minor in Applied Nutrition or Nutrition Science is available to any undergraduate day student in the University.

Required for a minor in Applied Nutrition:

- CHM 161
- BIO 161-162 or 210
- NUTR 165
- NUTR 200
- 2 additional courses from the 300/400 level (these must be approved by the Nutrition Program Director)

Required for a minor in Nutrition Science

- BIO 220
- NUTR 165
- NUTR 200
- 3 additional courses from the 300/400 level (these must be approved by the Nutrition Program Director)

(Please note: College chemistry is a prerequisite for the nutrition science minor.)

## MODEL ROSTER — DIDACTIC PROGRAM IN DIETETICS

### FRESHMAN YEAR

#### Fall

Composition I (ENG 107)  
Public Speaking  
(COM 150)  
Anatomy and Physiology I  
BIO 161  
Religion 150 or 153  
Philosophy 151 or 152

#### Spring

Composition II (ENG 108)  
Chemistry of the Life Sciences  
(CHM 161)  
Anatomy and Physiology II  
BIO 162  
Computer Programs (CSC 151)  
Introduction to Psychology  
(PSY 155)

### SOPHOMORE YEAR

#### Fall

Organic Chemistry  
(CHM 262)  
Clinical Microbiology  
(BIO 162)  
Principles of Nutrition  
(NUTR 165)  
Literature (ENG 150)  
History 151

#### Spring

Biochemistry (CHM 263)  
Food Science  
(NUTR 230)  
Life Cycle Nutrition  
(NUTR 200)  
Statistics for Health Sciences  
(HSC 217)  
Religion (any 200 level)

### JUNIOR YEAR

#### Fall

Organizational Behavior  
(BUS 203)  
Community Nutrition  
(NUTR 300)  
Professional Practice  
(NUTR 340)  
Medical Nutrition Therapy I  
(NUTR 341)  
Elective

#### Spring

Quantity Food Prod. / Mgmt.  
(NUTR 320)  
Medical Nutrition Therapy II  
(NUTR 342)  
Modern Economic Issues  
(ECN 155)  
Philosophy (any 200 level)  
Elective

### SENIOR YEAR

#### Fall

Advanced Medical Dietetics  
(NUTR 400)  
Special Topics in Nutrition  
(NUTR 470)  
Interpersonal Com.  
(COM 202)  
Fine Arts or Foreign  
Language  
Elective

#### Spring

Nutrition Education / Counsel  
(NUTR 420)  
Capstone in Nutrition  
(NUTR 440)  
Literature, History, Fine Arts,  
or Foreign Language  
Elective  
Elective



## BACHELOR OF SCIENCE PROGRESS RECORD

### I. Powers

- A. Writing I \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_ **HSC 217**
- D. Speech \_\_\_\_\_ **COM 150**
- E. Information Technology \_\_\_\_\_ **CSC 151**

### II. Frameworks of Scientific Understanding

#### A. Natural Science

The following courses are required:

- BIO 161** – Anatomy & Physiology I
- BIO 162** – Anatomy & Physiology II
- BIO 163** – Clinical Microbiology
- CHM 161** – Chemistry of the Life Sciences
- CHM 262** – Organic Chemistry
- CHM 263** – Biochemistry

#### B. Social Science

- ECN 155** – Modern Economic Issues
- PSY 155** – Introduction to Psychology

### III. Patterns of Meaning

- A. Religion \_\_\_\_\_ **REL 150 or 153**
- \_\_\_\_\_ **REL 200 level**
- B. Philosophy \_\_\_\_\_ **PHL 151 or 152**
- \_\_\_\_\_ **PHL 200 level**
- C. Literature \_\_\_\_\_ **ENG 150 or LIT 150**
- D. History \_\_\_\_\_ **HIS 151**
- E. Fine Arts or Language \_\_\_\_\_
- F. Plus one additional course in Literature or History or Fine Arts or Foreign Language \_\_\_\_\_

### IV. Major Requirements

1. **NUTR 165** – Principles of Nutrition
2. **NUTR 200** – Life Cycle Nutrition
3. **NUTR 230** – Food Science
4. **NUTR 300** – Community Nutrition
5. **NUTR 340** – Introduction to Professional Practice in Nutrition
6. **NUTR 320** – Quantity Food Production and Management
7. **NUTR 341** – Medical Nutrition Therapy I
8. **NUTR 342** – Medical Nutrition Therapy II
9. **NUTR 400** – Advanced Medical Dietetics
10. **NUTR 420** – Nutrition Education and Counseling
11. **NUTR 440** – Capstone in Nutrition
12. **NUTR 470** – Special Topics in Nutrition

### V. Other Requirements

1. **BUS 203** – Organizational Behavior

### VI. Electives (5 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## MODEL ROSTER — COORDINATED PROGRAM IN DIETETICS

### FRESHMAN YEAR

Fall	Spring
Composition I (ENG 107)	Composition II (ENG 108)
Intro to Comp Using Pkgs. (CSC 151)	Chemistry of the Life Sciences (CHM 161)
Public Speaking (COM 150)	Modern Economic Issues ECN 155
Global History to 1500 (HIS 151)	Introduction to Psychology (PSY 155)
Religion 150 or 153	Philosophy 151 or 152

### SOPHOMORE YEAR

Fall	Spring
Literature 150 or ENG 150	Biochemistry (CHM 263)
Organic Chemistry (CHM 262)	Food Science (NUTR 230)
Anatomy and Physiology I (BIO 161)	Anatomy and Physiology II (BIO 162)
Principles of Nutrition (NUTR 165)	Life Cycle Nutrition (NUTR 200)
Religion (any 200 level)	Fine Arts or Foreign Language

### JUNIOR YEAR

Fall	Spring
Community Nutrition (NUTR 300)	Quantity Food Prod. / Mgmt. (NUTR 320)
Professional Practice (NUTR 340)	Statistics (HSC 217)
Medical Nutrition Therapy I (NUTR 341)	Medical Nutrition Therapy II (NUTR 342)
Organizational Behavior (BUS 263)	Philosophy (any 200 level)
Microbiology (BIO 163)	Literature, History, Fine Arts, Foreign Language
<b>Summer (Junior/Senior Year)</b>	
Practicum - Food Service Management (NUTR 430)	

### SENIOR YEAR

Fall	Spring
Nutrition Education/Counsel (NUTR 400)	Capstone in Nutrition (NUTR 440)
Practicum - Med Nutr Ther I (NUTR 401)	Practicum - Med Nutr Ther II (NUTR 402)
Practicum - Community Nutr I (NUTR 410)	Practicum - Community Nutr I (NUTR 411)

## BACHELOR OF SCIENCE PROGRESS RECORD

### I. Powers

- A. Writing I \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_ **HSC 217**
- D. Speech \_\_\_\_\_ **COM 150**
- E. Information Technology \_\_\_\_\_ **CSC 151**

### II. Frameworks of Scientific Understanding

#### A. Natural Science

The following courses are required:

- BIO 161** – Anatomy & Physiology I
- BIO 162** – Anatomy & Physiology II
- BIO 163** – Clinical Microbiology
- CHM 161** – Chemistry of the Life Sciences
- CHM 262** – Organic Chemistry
- CHM 263** – Biochemistry

#### B. Social Science

- ECN 155** – Modern Economic Issues
- PSY 155** – Introduction to Psychology

### III. Patterns of Meaning

- A. Religion \_\_\_\_\_ **REL 150 or 153**
- \_\_\_\_\_ **REL 200 level**
- B. Philosophy \_\_\_\_\_ **PHL 151 or 152**
- \_\_\_\_\_ **PHL 200 level**
- C. Literature \_\_\_\_\_ **ENG 150 or LIT 150**
- D. History \_\_\_\_\_ **HIS 151**
- E. Fine Arts or Language \_\_\_\_\_
- F. Plus one additional course in Literature or History or Fine Arts or Foreign Language \_\_\_\_\_

### IV. Major Requirements

1. **NUTR 165** – Principles of Nutrition
2. **NUTR 200** – Life Cycle Nutrition
3. **NUTR 230** – Food Science
4. **NUTR 300** – Community Nutrition
5. **NUTR 320** – Quantity Food Production and Management
6. **NUTR 340** – Introduction to Professional Practice in Nutrition
7. **NUTR 341** – Medical Nutrition Therapy I
8. **NUTR 342** – Medical Nutrition Therapy II
9. **NUTR 401** – Practicum in Medical Nutrition Therapy I
10. **NUTR 402** – Practicum in Medical Nutrition Therapy II
11. **NUTR 410** – Practicum in Community Nutrition I
12. **NUTR 411** – Practicum in Community Nutrition II
13. **NUTR 420** – Nutrition Education and Counseling
14. **NUTR 430** – Practicum in Food Service Management
14. **NUTR 440** – Capstone in Nutrition

### V. Other Requirements

1. **BUS 203** – Organizational Behavior

**FACULTY**

Jule Anne Henstenburg, MS, RD, CSP,  
Program Director

Marybeth McCarry, MS, RD, CDE  
Assistant Professor

**COURSE DESCRIPTIONS****NUTR 165****PRINCIPLES OF NUTRITION**

3 credits

Basic knowledge of food nutrients; functions, interactions and balance of carbohydrates, proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. 3 hours lecture. Required for all subsequent nutrition courses.

**NUTR 200****LIFE CYCLE NUTRITION**

3 credits

Details human nutritional needs for health maintenance and disease prevention during pregnancy, lactation, infancy, early and middle childhood, adolescence, adulthood, and older adulthood. 3 hours lecture. Prerequisite: NUTR 165

**NUTR 230****FOOD SCIENCE**

3 credits

Chemical and physical properties of food; food preparation techniques; cultural foods; food technology; sensory evaluation of food; menu planning. 2 hours lecture, 2 hours laboratory. Prerequisites: NUTR 165, CHM 161

**NUTR 300****COMMUNITY NUTRITION**

3 credits

Describes local, state, and federal, and international food and nutrition programs and health and nutrition policy. Examines national nutrition monitoring data and the role of nutrition in health promotion and disease prevention in public health. Details nutrition program planning, management, and evaluation. Emphasis is placed on information and skills necessary to solve nutrition problems in at-risk populations within urban communities. 3 hours lecture. Prerequisites: NUTR 165, 200

**NUTR 320****QUANTITY FOOD PREPARATION AND MANAGEMENT SYSTEMS**

3 credits

Commercial and institutional food production and service; menu planning; recipe standardization; purchase and storage of food; facility design, equipment and materials; financial management; food safety and sanitation. 2 hours lecture, 2 hours laboratory. Prerequisite: NUTR 165, 230, and BUS 203.

**NUTR 340****PROFESSIONAL PRACTICE IN NUTRITION**

3 credits

Explores the roles of nutrition professionals within the broader health care system with an emphasis on how registered dietitians collaborate with other health professionals to provide comprehensive care. The course explores the concepts of critical thinking in the context of clinical practice and emphasizes philosophical, legal, and ethical bases for professional practice. Prerequisites: NUTR 165, 200

**NUTR 341****MEDICAL NUTRITION THERAPY I**

3 credits

Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular, and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. 3 hours lecture. Prerequisite: NUTR 165, 200, BIO 161-162, CHM 161.

**NUTR 342****MEDICAL NUTRITION THERAPY II**

3 credits

Continuation of Medical Nutrition Therapy I: Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular,

and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. Prerequisites: NUTR 165, 200, 341, BIO 162-162, CHM 161.

**NUTR 400****ADVANCED MEDICAL DIETETICS**

3 credits

Case study approach to advanced medical nutrition therapy for patients with selected conditions such as eating disorders, phenylketonuria, diabetes, cardiovascular disease, renal disease, cancer, or complications of pregnancy. 3 hours lecture. Prerequisites: NUTR 165, 200, 341, 342, BIO 161-162, CHM 161

**NUTR 401****PRACTICUM IN MEDICAL NUTRITION THERAPY I**

6 credits

Application of nutrition knowledge in the solution of problems related to disease. Students will assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, and develop care plans for individuals in acute and long-term care environments. Under the supervision of a Registered Dietitian, students will carry out basic nutrition interventions. Course will consist of assigned readings, discussions, and practical experience experiences (10 hours/week) in hospitals, medical centers, and long-term care facilities. Prerequisites: NUTR 165, 200, 300, 341, 342, BIO 161-162, CHM 161, 262, 263.

**NUTR 402****PRACTICUM IN MEDICAL NUTRITION THERAPY II**

6 credits

Students will utilize skills in nutrition assessment, planning, implementation, and evaluation in the nutritional care of assigned patients in acute, ambulatory, and long-term care settings. Continued emphasis on the development of professional, educational, and counseling skills culminating in students ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The implementation of nutritional care strategies as influenced by economic and regulatory issues will be highlighted. Course consists of assigned readings, discussions, and practical experiences (10 hours/week) in hospitals, med-

ical centers, and long-term care facilities. Prerequisites: NUTR 165, 200, 300, 340, 341, 342, 401, BIO 161-162, CHM 161, 262, 263.

### **NUTR 410**

#### **PRACTICUM IN COMMUNITY NUTRITION I**

6 credits

Application of nutrition principles to needs at various stages of the lifecycle with an emphasis on health promotion and disease prevention. Students will utilize screening and assessment skills to determine the health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students will participate in nutrition counseling sessions and education programs in home health care agencies, schools, hospital community education departments, health organizations and government agencies and programs. Course will include assigned readings, discussions, a community nutrition education project, and 10 hours of practical experience/week in community health settings. Prerequisites: NUTR 165, 200, 300, 340, 341, 342, BIO 161-162, CHM 161, 262, 263.

### **NUTR 411**

#### **PRACTICUM IN COMMUNITY NUTRITION II**

6 credits

Practical experience in nutrition program planning, implementation and management in schools, government agencies, and health organizations within the Philadelphia region. Continued emphasis on professional skills that allow students to function independently in community programs. Course will consist of assigned readings, discussions, and a project that addresses the nutrition problems and needs of a sub-population within the Philadelphia Community, and 10 hours/week of practical experience in community health settings. Prerequisites: NUTR 165, 200, 300, 340, 341, 342, 410, BIO 161-162, CHM 161, 262, 263.

### **NUTR 420**

#### **NUTRITION EDUCATION AND COUNSELING**

3 credits

Educational Strategies for teaching nutrition to groups and individuals; lesson planning and evaluation; counseling and communication strategies for effective behavior change; creation of nutrition education materials. 3 hours lecture. Prerequisites: NUTR 165, 200, 300.

### **NUTR 430**

#### **PRACTICUM IN FOOD SERVICE MANAGEMENT**

3 credits

Practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. Course will consist of assigned readings and discussions with 20-40 hours/week of practical experience. Prerequisite: NUTR 165, 230, 320, 340, 341, 342, BUS 203.

### **NUTR 440**

#### **CAPSTONE IN NUTRITION**

3 credits

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research. Students will write a research paper and present an oral seminar utilizing peer-reviewed journals. Prerequisites: NUTR 165, 200, 300, 341, and 342.

### **NUTR 470**

#### **SPECIAL TOPICS IN NUTRITION**

3 credits

Periodically, a course will be offered that provides an in-depth examination of a topic of interest in current nutritional research. Students may be asked to write a library research paper(s) and present a seminar.

### **NUTR 480-481**

#### **NUTRITION RESEARCH**

3 credits

Individual laboratory or theoretical work under supervision of a staff member. Permission of the Director required. Hours to be arranged.

## HEALTH SCIENCE MINOR

The purpose of this interdisciplinary minor is to educate students about the health problems of citizens residing in urban environments and related health topics. Public health concepts orient the urban health courses in the minor. Health-focused, service learning programs are provided through the La Salle Neighborhood Nursing Center. The urban health focus of some courses illustrates a commitment to urban health care for underserved and vulnerable populations and reflects the Lasallian mission of humanistic Catholic Christian education.

To minor in Health Science, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level, no more than two may be at the 100 level, and the remaining two or three may be at the intermediate level.

### REQUIREMENTS

#### Courses

HSC 114, HSC 223, HSC 217, HSC 361, HSC 389, HSC 424, HSC 434, HSC 451, HSC 493, HSC 416/516, SLH 102, SLH 201, SLH 409, SOC 309, NUTR 300, SWK 310

### COURSE DESCRIPTIONS

#### HSC 114

UNHEALTHY URBAN ENVIRONMENTS:  
HEALTHY SOLUTIONS

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climactic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as: lead paint, asthma, and the sinking homes of Logan.

#### HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

#### HSC 217

STATISTICS FOR HEALTH SCIENCE PROFESSIONALS

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

#### HSC 361

HEALTH COMMUNICATION: A MULTIMEDIA APPROACH

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media on consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

#### HSC 389

THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate

the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

#### HSC 424

LACTATION PROMOTION AND MANAGEMENT

3 credits

The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene and evaluate normal breastfeeding. They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities. Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

#### HSC 434

WOMEN'S HEALTH CONCERNS

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

**HSC 451****UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN**

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

**HSC 493****HOLISTIC HEALTH APPROACHES I**

3 credits

This course explores the philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual within one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

**HSC 416/516****URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Select-

ed threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

**SLH 102****INTRODUCTION TO COMMUNICATION DISORDERS**

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

**SLH 201****INTRODUCTION TO SIGN LANGUAGE**

3 credits

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

**SLH 409****MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS**

3 credits

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech language and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of language, fluency, voice, neurogenic, and hearing disorders among culturally and linguistically diverse groups are discussed.

**SOC 309****HEALTH, HEALING, AND HEALTH CARE**

3 credits

This course introduces students to the sociological approach to the study of health, illness, healing, and health care. It examines the interpersonal, community, and sociocultural processes in the promotion of health as well as in the prevention and treatment of illness. Besides analyzing health services, health providers, and health care systems in the US, it studies health, healing, and health care from a global perspective. It gives special attention to social policies related to health justice and ethics.

**NUTR 300****COMMUNITY NUTRITION**

3 credits

This course illustrates the role of nutrition in health promotion and disease prevention through analysis and discussion of federal, state, and local health and nutrition policy, programs, and population data. The fundamentals of nutrition program planning are highlighted through the examination of hunger and food assistance programs including the Food Stamp Program, Women, Infants, and Children (WIC) Supplemental Food Program, National School Lunch Program, and the Elderly Nutrition Program. Emphasis is placed on information and skills necessary to solve nutrition problems of at-risk population groups in urban communities.

**SWK 310****MEDICAID POLICY AND ACCESS TO HEALTH CARE**

3 credits

This course provides a comprehensive analysis of Medicaid policy and its impact on access to health care for underserved citizens. The funding of social and health services is examined as it pertains to urban environments.

**UNDERGRADUATE URBAN HEALTH CERTIFICATE**

The purpose of the Undergraduate Urban Health Certificate is to provide students the opportunity to develop knowledge and skill pertaining to the health care needs of urban populations. The learning goals of the certificate are to: 1) describe facts, principles, and theories regarding urban health issues; 2) demonstrate proficiency in solving prob-



lems for different urban populations through service learning projects; 3) evaluate the interrelationship and contribution of cultural diversity and social, economic, and educational factors to health disparities in urban communities; and to 4) commit to professional and philanthropic work with underserved people.

Students apply to the certificate program by completing an application form and meeting with their academic advisors. They describe their interest in working with urban populations in the application. Students complete **three** Urban Health Courses in the Health Science Minor. They must successfully complete courses and achieve an overall average of 3.0 for the three courses selected in the Urban Health Certificate Program. The Urban Health Leadership Institute of the School of Nursing awards the certificate. Please refer to the course descriptions in the previous section of this document.

The following table lists the Urban Health courses; required courses are indicated by an "X"

Course	Nursing Major	Other Major
HSC 416/516	X	X
HSC 114		X
HSC 361		
HSC 389		
HSC 451		
NUR 413 or NUR 411	X	



## **FIVE-YEAR UNDERGRADUATE-TO-GRADUATE PROGRAM IN SPEECH-LANGUAGE- HEARING SCIENCE**

**T**he goal of the five-year program is to prepare students to function as qualified speech-language pathologists in a multicultural society. The program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association (ASHA) and for licensure by the Commonwealth of Pennsylvania. The program also provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication disorders in the contexts of families, communities, and society. Graduates of the five-year program will earn a Master of Science.

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

### **ACCREDITATION**

La Salle University's Speech-Language-Hearing Science Program has been awarded Candidacy Status from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The award of Candidacy indicates that the curriculum is sufficient to allow a graduate of that program to meet the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) Standards. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 44 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. Students who initiate and complete a master's degree while a program is in candidacy will be eligible for the Certificate of Clinical Competence. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or [www.asha.org/membership/certification](http://www.asha.org/membership/certification).

The Bureau of Teacher Certification and Preparation of the Commonwealth of Pennsylvania granted initial approval to La Salle University's Speech-Language-Hearing Science Program for Teacher Certification of Speech and Language Impaired on December 6, 2001. Students who wish to pursue this Instruc-

tional I Certificate must complete **all** requirements for the Master's Degree in Speech-Language Pathology, and **in addition** successfully complete required education courses, an approved full-time student teaching practicum, and pass the appropriate sections of the Praxis Series Tests. For more information about teacher certification please see the SLHS Student Handbook.

### **CLINICAL EXPERIENCES**

As part of La Salle's School of Nursing, the Five-Year Undergraduate-to-Graduate Speech-Language-Hearing Science Program has established strong ties with a vast number of schools, hospitals, and other health care facilities in the greater Philadelphia area for clinical practicum affiliations.

### **ADMISSION**

Students interested in pursuing the five-year Speech-Language Hearing Science Program leading to a Master of Science degree must apply to the Office of Admission. The Program Director reviews applications.

### **PROGRESSION IN THE PROGRAM**

All SLHS majors are expected to maintain a minimum cumulative GPA of 3.0 and a GPA of 3.0 in the SLHS major in order to progress into the professional phase (years four and five) of the program. Additionally, SLHS majors may not earn more than two grades below B in SLHS courses. A student's academic performance is reviewed throughout the student's enrollment in the program. Students failing to meet these standards are subject to dismissal from the program.

## BACHELOR OF SCIENCE PROGRESS RECORD

### I. Powers

- A. Writing I \_\_\_\_\_
- B. Writing II \_\_\_\_\_
- C. Numbers \_\_\_\_\_ **HSC 217 or ECN 213**
- D. Information Technology \_\_\_\_\_ **CSC 151**

### II. Frameworks of Scientific Understanding

#### A. Natural Science

The following courses are required:

**BIO 161** – Anatomy & Physiology I

**BIO 162** – Anatomy & Physiology II

**SLH 202** – Anatomy & Physiology of the Speech  
and Hearing Mechanisms

**SLH 211** – Acoustic Basis of Speech and Hearing

**SLH 306** – Neurological Basis of Communication and  
Behavior

#### B. Social Science

##### 1. Psychology

- a) **EDC 103** – Educational Psychology  
or  
**PSY 210** – Developmental Psychology
- b) **PSY 220** – Abnormal Psychology

### III. Patterns of Meaning

- A. Religion \_\_\_\_\_
- B. Philosophy \_\_\_\_\_
- C. Literature \_\_\_\_\_
- D. History \_\_\_\_\_
- E. Two Spanish Courses\* \_\_\_\_\_ **SPN 101 and SPN 102\***

\*or other language with permission of Program Director

### IV. Major Requirements

1. **SLH 100** – Introduction to Language
2. **SLH 102** – Introduction to Communication Disorders
3. **SLH 200** – Phonetics
4. **SLH 203** – Language Development
5. **SLH 304** – Introduction to Audiology
6. **SLH 308** – Clinical Procedure in Speech-Language  
Pathology
7. **SLH 314** – Diagnostic Procedures in Speech-Language  
Pathology
8. **SLH 409** – Multicultural Perspectives on Communication  
Disorders
9. **SLH 413** – Professional Issues in Speech-Language  
Pathology
10. **SLH 502** – Introduction to Aural Habilitation/  
Rehabilitation
11. **SLH 503** – Disorders of Articulation and Phonology
12. **SLH 512** – Language Disorders in Children
13. **SLH 513** – Acquired Language Disorders
14. **SLH 516** – Clinical Practicum in Speech-Language  
Pathology
15. **SLH 517** – Clinical Practicum in Audiology
16. **SLH 518** – Research Design in Communication  
Disorders
17. **SLH 520** – Dysphagia: Diagnosis and Treatment of  
Swallowing Disorders

### V. Electives (3 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

See Graduate Bulletin for more information about the Master's Degree.

## MODEL ROSTER — SPEECH-LANGUAGE-HEARING PROGRAM

### FRESHMANYEAR

Fall	Spring
Computer Science 151	Writing II (ENG 108)
Writing I (ENG 107)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

### SOPHOMOREYEAR

Fall	Spring
SLH 200	Philosophy or Religion
PSY 210	PSY 220
SLH 202	HSC 217 or ECN 213
Literature (ENG 150)	SLH 203
Philosophy or Religion	SLH 211

### JUNIORYEAR

Fall	Spring
SPN 101*	SPN 102*
SLH 304	SLH 308
SLH 306	SLH 314
2 Electives	Elective

\*or other language with permission of Program Director

### SENIORYEAR

Fall	Spring
SLH 409	SLH 516
SLH 413	SLH 517
SLH 503	SLH 502
SLH 512	SLH 513
SLH 518	SLH 520

#### Summer

2 Electives

Some students who will be completing the requirements for the master's degree in the SLHS five-year program may have to complete additional coursework during the summer sessions.

Students seeking certification from the American-Speech-Language-Hearing Association may need additional course work to meet certification requirements at the time of their application for certification.

### FIFTH (GRADUATE) YEAR

Fall	Spring
SLH 514	Elective
SLH 515	SLH 511
SLH 616	SLH 527
1 SLH Elective	SLH 635

**FACULTY**

Barbara J. Amster, Ph.D., CCC-SLP,  
Program Director

Evelyn R. Klein, Ph.D., CCC-SLP,  
Assistant Professor

Cesar Ruiz, M.A., CCC-SLP, Assistant  
Professor

Kathleen A. Scott, M.S. CCC-SLP, Assis-  
tant Professor

**COURSE DESCRIPTIONS****Required For Speech-Language-  
Hearing Science Majors:****SLH 100****INTRODUCTION TO LANGUAGE AND  
COMMUNICATION**

3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized.

**SLH 102****INTRODUCTION TO  
COMMUNICATION DISORDERS**

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

**SLH 200****PHONETICS**

3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, and dynamics of articulation, American dialectal variants, and developmental phonology.

**SLH 202****ANATOMY AND PHYSIOLOGY OF THE  
SPEECH AND HEARING MECHANISMS**

4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory.

**SLH 203****LANGUAGE DEVELOPMENT**

3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or permission of instructor.

**SLH 211****ACOUSTIC BASES OF SPEECH AND  
HEARING**

3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

**SLH 304****INTRODUCTION TO AUDIOLOGY**

3 credits

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

**SLH 306****NEUROLOGICAL BASES OF  
COMMUNICATION AND BEHAVIOR**

3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language,

hearing and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

**SLH 308****CLINICAL PROCEDURES IN SPEECH-  
LANGUAGE PATHOLOGY**

4 credits

This course introduces the speech-language hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisites: SLH 102, SLH 200, SLH 203 or permission of instructor.

**SLH 314****DIAGNOSTIC PROCEDURES IN SPEECH  
AND LANGUAGE PATHOLOGY**

4 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203 or permission of instructor

**SLH 409****MULTICULTURAL PERSPECTIVES ON  
COMMUNICATION DISORDERS**

3 credits

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech, language and hear-

ing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of speech, language, fluency, voice, and hearing disorders among culturally and linguistically diverse groups are discussed. Prerequisite: SLH 102 or permission of instructor.

#### **SLH 413**

##### **PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY**

3 credits

This course examines the organization, administration, and implementation of speech and language pathology and audiology services in public, private, and special schools and clinics, rehabilitation agencies, hospitals, and private practice. The course emphasizes the professional role of the speech-language pathologist and audiologist and discusses ethical considerations of practice. Prerequisite: SLH 308 or permission of instructor.

#### **SLH 502**

##### **INTRODUCTION TO AURAL HABILITATION/REHABILITATION**

3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Prerequisite: SLH 211, SLH 304 or permission of the instructor.

#### **SLH 503**

##### **DISORDERS OF ARTICULATION AND PHONOLOGY**

3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Prerequisites: SLH 200 or permission of instructor.

#### **SLH 511**

##### **FLUENCY AND STUTTERING**

3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

#### **SLH 512**

##### **LANGUAGE DISORDERS IN YOUNG CHILDREN**

3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

#### **SLH 513**

##### **ACQUIRED LANGUAGE DISORDERS**

3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed. Prerequisite: SLH 306 or permission of instructor.

#### **SLH 514**

##### **LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS**

3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation

and treatment of students with language learning disabilities. Prerequisite: SLH 512: Language Disorders in Young Children or permission of instructor.

#### **SLH 515**

##### **VOICE DISORDERS**

3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

#### **SLH 516**

##### **CLINICAL PRACTICUM AND PROCEDURES**

3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: permission of instructor or Program Director

#### **SLH 517**

##### **CLINICAL PRACTICUM IN AUDIOLOGY**

1 to 2 credits

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized. Prerequisite: SLH 304 or permission of instructor.

**SLH 518**

RESEARCH DESIGN IN  
COMMUNICATION DISORDERS  
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose, methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Prerequisite: undergraduate statistics course.

**SLH 520**

DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS  
3 credits

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed. Prerequisite: permission of instructor.

**SLH 527**

Motor Speech Disorders  
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized. Prerequisite: SLH 503 or permission of instructor

**SLH 616**

ADVANCED CLINICAL PRACTICUM  
AND CASE STUDY  
3 credits

(repeated as necessary to fulfill ASHA Certification requirements)  
This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic proce-

dures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Prerequisite: SLH 516: Clinical Practicum and Procedures.

**SLH 635**

INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS  
3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations. Prerequisite: SLH 518: Research Design in Communication Disorders and permission of Program Director.

Courses numbered 500 and above are graduate courses.

**ELECTIVES****SLH 201**

INTRODUCTION TO SIGN LANGUAGE  
3 credits (elective)

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

**SLH 519**

CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS  
3 credits

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders.

**SLH 521**

STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES  
6 credits

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school. Prerequisites: SLH 516, appropriate Education courses and permission of Program Director.

**SLH 526**

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION  
3 credits

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed. Prerequisite: permission of instructor

**SLH 530**

SPECIAL TOPICS IN COMMUNICATION DISORDERS  
3 credits

Current scientific and professional problems and issues in communication disorders are investigated. Students may enroll for a maximum of 12 credits. Prerequisite: permission of instructor

**SLH 537**

GERIATRIC COMMUNICATION DISORDERS

3 credits

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies. Prerequisite: permission of instructor

**SLH 538**

ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS

3 credits

This course addresses the language learning problems associated with special populations of children, such as: specific language impaired, mentally retarded, autistic, and hearing impaired from theoretical and practical perspectives. Emphasis is placed on the application of current theories and research to therapeutic intervention. Prerequisite: permission of instructor

**SLH 611**

FLUENCY AND STUTTERING II

3 credits

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life. Prerequisite: SLH 511: Fluency and Stuttering or permission of instructor.

**SLH 613**

ACQUIRED LANGUAGE DISORDERS II

3 credits

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment. Prerequisite: SLH 513 Acquired Language Disorders or permission of instructor.

**SLH 630**

SEMINAR IN COMMUNICATION AND SWALLOWING DISORDERS

3 credits

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits. Prerequisite: permission of instructor

**SLH 640**

THESIS RESEARCH IN COMMUNICATION DISORDERS

3 credits

This course is a continuation of SLH 635 for those students who choose to carry out their research proposal from SLH 635 with descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Prerequisite: SLH 635: Integrative Capstone in Communicative Disorders and permission of faculty member and Program Director. Students may re-register for this course until completion of thesis.

Courses numbered 500 and above are graduate courses.

For descriptions of additional Graduate courses (including Electives) for the completion of the Master's degree, please see the Graduate Bulletin.



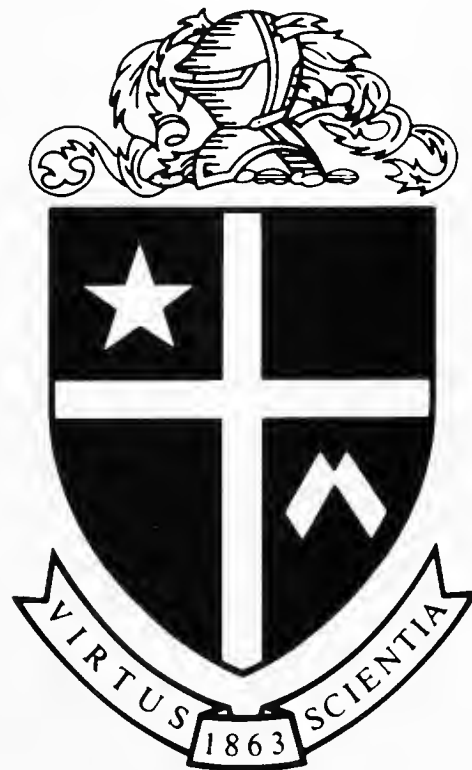
WITHOUT A SENSE  
OF CARING, THERE  
CAN BE NO SENSE  
OF COMMUNITY.

ANTHONY J. D'ANGELO



# Evening and Weekend Programs

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As one of the first universities in Pennsylvania to offer Bachelor degrees that could be completed entirely in the evening, La Salle University has long been recognized for its dedication to the adult learner. Over the years, as more adults have chosen part-time college programs in order to meet work and family obligations during the day, La Salle has responded with more flexible programs and schedules. Courses are offered in the evening and on weekends at La Salle's main campus. Evening classes are also offered at our site in Bucks County. Part-time baccalaureate students at La Salle receive the same quality instructors and support services that full-time students receive — the same quality education that has ranked the University near the top of nearly every national survey.

### La Salle / Bucks County

La Salle University seeks to meet the educational needs of students whose work and/or family obligations make full-time day attendance an impossibility. In keeping with this intention, the University has established the Bucks Center. To further accommodate students' busy schedules, classes are available Monday through Thursday evenings and on Saturday at La Salle/Bucks County. The courses are the same as those offered on the main campus and the faculty who teach at the Bucks Center are drawn from the University's day and evening faculty. In every way, it is a La Salle education, but brought closer to where students live and work.

The Bucks County Center is staffed by a La Salle University staff member, and there is an administrative office where advisement and essential student services are available. Registration, ID photos, textbook sales, library searches, and academic advising are provided at these offices. The off-campus location, however, is

not intended as a branch campus of La Salle, and, therefore, does not supply the full range of academic support services available at the main campus. Students enrolled in courses at the Bucks Center have the same rights to facilities on the main campus as do all other students, and their participation in the academic life and student activities on the main campus is encouraged.

Located at Silver Lake Executive Campus on 33 University Drive in Newtown, Pa., approximately one mile from the Newtown-Yardley exit of I-95. The Center offers degree completion programs and undergraduate course offerings during the evening and on weekends to accommodate adult learners. This state-of-the-art educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations. The La Salle Bucks Center offers a degree completion program in Organizational Dynamics leading to a Bachelor of Arts. The RN-BSN program is also available at the Bucks County Center. These programs provide transfer options for students at local community colleges who want to go on to earn a Bachelor's Degree at La Salle.

### Flexibility

Increasingly, adults are beginning, resuming and/or completing their degree programs part-time at night or on weekends in order to meet work and family obligations during the day. Alternatively, some students work at night and take courses during the day. As new professional opportunities arise and personal goals change, more adults are enrolling in educational programs to broaden their education and to facilitate career advancement or career change.

La Salle University's part-time evening and weekend programs exist to provide learning opportunities and educational support for those adults seeking credit courses for a degree, professional growth or credentials, or educational enrichment. Major programs are designed to provide students with the opportunity to gain mastery of the information, skills, techniques and technologies of their field. The hallmark of La Salle University has been its rapid response to the academic needs of emerging populations with newly designed programs of collegiate study.

La Salle University is committed to the principle that the desire to learn and the need to learn is a lifelong process. Consequently, learning experiences are structured to provide increased competency and personal fulfillment. La Salle University is proud, not only of the education it delivers, but of the way in which it is delivered. Students receive quality instruction and are exposed to many faculty members who have made significant contributions in research and in their respective professions.

Individual attention is enhanced by the smaller-than-average class size. At La Salle, no one is lost in the crowd. The style, size, and scale of classes are geared to enhance the education of the individual student. Advisement opportunities also reinforce this concept. Advisors are available in the Continuing Studies Advisement Center, in the various special programs, in the departmental majors, and in other areas of student services. Both faculty and administrators are committed to providing students with an environment in which teaching and learning can take place. La Salle University remains an environment of support and challenge to those individuals seeking to further their personal, academic, and career goals.

## Admission

To qualify for admission, candidates must meet the following general procedural requirements for admission and have earned a diploma from an accredited high school or have been granted a general equivalency diploma (GED) from a state department of Education.

Qualified applicants desiring to pursue their education at La Salle are welcome in evening and part-time programs. Admission decisions are based on past scholastic record, present scholarship aptitude, experience, potential, and recommendations.

All applicants, except those who already hold a Bachelor's degree from an accredited college or university, may be given verbal and mathematical placement examinations. The results of these examinations enable the Admission Committee to evaluate an applicant's verbal and mathematical aptitudes.

Students can apply for admission beginning in the Fall, Spring or Summer semester. Once admitted, students are classified according to the program of study for which they have applied, i.e. as a candidate for the Associate in Arts, Bachelor of Arts, Bachelor of Science. An applicant may also be admitted as a special or non-matriculated student to take courses without reference to degree requirements.

La Salle does reserve the right to refuse admission or require the withdrawal of any student whose presence would be in conflict with the ideals of the university or with the observance of its regulations.

### Applying for Admission

1. Secure an Application for Admission form, complete it and return it with an application fee of \$35 to the Office of Adult Enrollment, La Salle University, Philadelphia, PA 19141.
2. Request that the high school from which you graduated, and any colleges or universities which you attended send an official transcript of your record to the Office of Adult Enrollment. A photocopy of a State Equivalency Diploma (GED) may be submitted in lieu of a high school record.
3. You will receive final notification of the status of your application. If you applied for admission with advanced standing (based on official transcripts submitted from other colleges or universities), you will also be notified of the extent of advanced standing credit granted, i.e. accepted as transfer credits by La Salle.

### Transfer Credits

An applicant who has attended another college or university accredited by one of the Regional Accrediting Associations may be admitted to La Salle with advanced standing credit if the following conditions are met:

The courses must be approved for transfer by the Office of Adult Enrollment in consultation with the Deans of the university.

Credit will be considered for courses completed at the institution from which the applicant is transferring, if they have a quality point value equivalent to or above the La Salle C grade (2.00). The grades are not posted on your transcript nor computed in your academic index. Courses accepted for transfer are listed by name and number of credit hours earned toward the total. Students interested in transferring should have a minimum GPA of 2.25 with a GPA of 2.5 preferred. Certain programs may require other requirements.

A total of 70 credits is the maximum number which can be transferred to La Salle from other institutions.

At least half of the courses required by the major department (i.e., major requirements) must be completed at La Salle.

La Salle reserves the right to refuse advanced standing credit for whatever reasons deemed proper.

Junior and Senior level Business Core courses will require validation (through exam or completion of specified upper division course with a minimum C grade) in order to transfer.

## Services to Students

La Salle University is committed to providing a rich educational experience for all students by offering the opportunity to develop intellectually, professionally, socially, and spiritually.

### Identification Card

Each new student is issued an Identification Card which is required for the use of the Connelly Library and Hayman Center (the physical recreation center). Photo identification cards are available at the University ID & Gold Card Account Office located in the lower level of the Union Building (adjacent to the Game Room and Food Service Office).

The La Salle University ID card serves as a means of access to a special Gold Card account. After depositing money in the account, students can use their ID to make purchases in the Campus Store, the Union Market (convenience store), all food service areas, vending, etc.

For more information, contact the Gold Card Office at 215-951-1578.

### Religious Activities

The Chapel of La Salle University provides a convenient center both for personal meditation and for group worship. Its facilities are available to the student body at all

times. In addition, graduation ceremonies open with the Baccalaureate Mass to which graduating seniors, their families and friends are invited.

Upon request and by appointment, a Campus Minister will meet with Continuing Studies students.

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## Student Organizations and Activities

### Alpha Sigma Lambda

Alpha Sigma Lambda, the premiere national honor society for adult students, was inaugurated at La Salle in December, 1966. The La Salle University Alpha Delta Chapter, is open by invitation to men and women who have been enrolled in a college or university for an average of four semesters, completed a minimum of 30 semester credits at La Salle and who have a minimum academic index of 3.40. Alpha Delta Chapter seeks to promote and recognize the efforts and accomplishments of adult scholars through a formal induction and reception held in the Spring semester of each academic year.

### Alpha Epsilon Society

The Alpha Epsilon Alumni Honor Society was instituted at La Salle University in 1936 to recognize "high scholarship in the pursuit of a Christian and liberal education together with the exceptional but unrewarded participation in the extracurricular life of the University." Members are selected each year from the upper fifth of the senior class which includes Continuing Studies students.

The Society also inducts, from time to time, members of the faculty and alumni who have demonstrated loyalty and service to the University.

### Sigma Theta Tau

Sigma Theta Tau, an international honor society for nursing was initiated at La Salle in 1988. It is open to students who have demonstrated superior achievement and scholarship in nursing. Inductions occur in the Spring semester of each academic year.

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## Awards and Honors

### Dr. Joseph J. Sprissler Award

This award honors the Continuing Studies student who has exemplified outstanding participation and leadership abilities in extracurricular activities and contributed unselfishly to the enrichment of student life in La Salle University's undergraduate evening degree programs.

### Hugh Carroll Award

Established in 1972 to commemorate the 25th anniversary of the University's undergraduate evening degree programs, the Hugh Carroll Award is presented to that Continuing Studies student who has contributed the most to the advancement of the university's evening undergraduate programs. This award may be in recognition of work performed in a single year or over a period of years.

### Victor D. Brooks Award

This award honors the Continuing Studies student possessing the highest cumulative index. To qualify for the Brooks award, at least half of the student's credits must be earned at La Salle University.

### School of Nursing Awards

The School of Nursing honors nursing students with the RN-BSN award for achievement and the Center for Nursing Excellence for Leadership.

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## Publications

### The Explorer

The Explorer is the yearbook published for the members of each graduating class. The book serves as a record of college life and activities.

### The Evening Explorer

The Evening Explorer is compiled in the Continuing Studies Office and distributed to students attending evening and Saturday classes on and off main campus. The Evening Explorer contains announcements and notes of interest to students, faculty and administrators. It establishes a constant, open channel of communication and source of information.

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## Intramural Athletics and Recreational Facilities

The intramural sports program at La Salle offers a wide variety of athletic activities and students are welcome to participate when their schedules permit. Recreational facilities at Hayman Center include the gym, weight room, pool, squash court, exercise room as well as locker rooms. In addition, south campus houses the Independence Blue Cross Fitness Center. Outdoor tennis courts and an all-weather outdoor track are also available for use by students. Day and evening hours are available. Further information and schedules of hours and activities are available from the athletic office at the Hayman Center.

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## Food Services

Food services are available all evenings and weekends when classes are held either in the Union Food Court or the Intermissions Café as well as in The Blue and Gold Commons Dining Hall located in the North Residence Hall complex. The Union Market, a convenience store adjacent to the Union Food Court, offers everything from frozen food to fresh fruits and vegetables, along with soft drinks, snacks and gourmet coffee.

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## The Campus Store

The University has contracted Barnes and Noble to manage a Campus Bookstore located in Wister Hall. It offers general school supplies, stationery, trade books, textbooks, and some personal care items. Hours of operation are Monday through Thursday, 9:00 a.m. – 7:00 p.m., Friday, 9:00 a.m. – 3:30 p.m. Extended hours are posted for semester openings.

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## The Alumni Association

The Alumni Association seeks to promote the welfare of La Salle University and to encourage good fellowship among alumni. To achieve these ends, the Association works principally through the University Alumni Office and class organization.

The Alumni Association is controlled and directed by the alumni in cooperation with the University administration. The governing board is called the Alumni Board of Directors. It consists of representatives from each graduating class and a Director of the Association appointed by the University.

Alumni are encouraged to take an active part in promoting the attendance of worthy and talented students, to take an intelligent interest in the academic affairs of the

University, to support the University financially to the best of their ability, and to foster the growth of the University. Alumni are also encouraged to assist The Career Services Office by calling to its attention job opportunities for La Salle students.

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## Expenses

All fees listed in this catalogue reflect fees at date of publication. However, in view of rising costs, La Salle University must reserve the right to amend or add to these charges at any time and to make such changes applicable to both new and current students.

### Application Fee

A non-refundable application fee of \$35 is charged and due with the application for admission.

### Tuition

The tuition charge is based on the number of credit hours taken in any semester and is calculated at \$370 per credit hour. Payment in full at the time of registration or formal arrangements with the Bursar's Office for the Deferred Payment Plan is required to complete registration.

### General University Fee

A General University Fee of \$50 is charged per semester regardless of the number of credit hours taken during the semester. This fee helps support all of the support services provided to the student such as: registration, billing, academic support, commencement, etc.

### Parking Fee

Main Campus parking for evening and part-time students is \$30 per semester and \$10 for the summer. Parking is free in the Good Shepherd Lot at Chew and Wister Streets near the main campus, and in the Bucks County Center.

## Other Fees:

Regents College Examinations fees vary according to examination scheduled. Students should consult the most current Regents candidate Registration Guide.

Credit awarded through Regents and end-of-course examinations carries a \$75 per test administrative fee, except for Anatomy and Physiology for which the fee is \$150, to be paid at the time of posting the credit on the transcript.

CLEP Examinations carry a \$50 testing fee and \$15 administrative fee, per exam. Credit awarded through CLEP carries a \$25-per-credit posting fee to be paid at the time the credit is assigned.

A Special Examination Fee of \$5 is charged when a student takes any make-up examination (with Instructor's approval) administered through the Continuing Studies Office. A \$10 fee is charged for special make-up final examinations.

The Registrar's Office charges a \$5 Transcript Fee for an official transcript. No transcripts may be issued until all financial obligations to the University have been settled satisfactorily.

A candidate will not be recommended for a degree, diploma or certificate until all financial obligations have been paid.

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## Payment of Tuition

An INVOICE for your semester charges will be mailed to you prior to the beginning of each semester. Payment will be due approximately fifteen (15) days from the date of the invoice. **YOU WILL FIND IT MORE CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENT AND COMPLETE REGISTRATION EITHER ON-LINE, BY MAIL, OR BY PHONE.**

**DO NOT SEND CASH THROUGH THE MAIL.** The

University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, money order, VISA, American Express or MasterCard. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A \$20.00 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the 1st Floor of the Administration Center.

If you would like to use your VISA, American Express or MasterCard to pay some or all of your educational expenses, you can complete the credit card transaction form that is enclosed with your invoice or you can follow the instructions at the Brother LUWIS (La Salle University Web Information System) link on the La Salle University Web site ([www.lasalle.edu](http://www.lasalle.edu)) to make payment via the Web.

### Deferred Payment Plan

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75% of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75% of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note form must be presented to the Bursar's Office along with any required down payment (usually 25%).

Then, three subsequent monthly payments are made during the semester. There is a twenty-dollar (\$20) application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of one percent (1%) of the average daily balance per month. Delinquent pay-

ments are subject to a late fee of five dollars (\$5) or five percent (5%) of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note is included with each semester's invoice or can be printed from the La Salle University Web site at [www.lasalle.edu](http://www.lasalle.edu).

### Financial Obligations

At the time of registration, the student contracts for the full amount of the tuition regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters or receive grade reports, transcripts or diploma until such indebtedness is paid.

### Tuition Reduction For Catholic School Teachers

Persons employed as full-time teachers in any of the Parish or Archdiocesan Schools or in any private Catholic school in the Delaware Valley area may receive a 30% tuition reduction for courses taken on a part-time basis (not to exceed 9 semester credit hours) and for graduate courses taken in the Graduate Education Program, the Bilingual/ Bicultural Program, or the Human Services Psychology Program. (A 40% reduction will continue to be extended to students who first enrolled in graduate programs prior to Fall 1993.) A letter from the principal verifying full-time employment is required for each semester/session of attendance at La Salle.

### Refund of Tuition

The following refund policies apply to all students.

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

Time of Withdrawal	Tuition Refund
<b>Fall and Spring Semesters</b>	
During first week	100%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	None
<b>Summer Sessions</b>	
Before first day of class	100%
During first week	60%
After first week	None

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Director's Office, Continuing Studies or Dean's Office, School of Nursing for nursing majors. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date which shall be determined by the date the notice of withdrawal is received by the Dean or Director, or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and not the first day in actual attendance by a particular student. Withdrawal forms are available in the Continuing Studies Office and at the Bucks Center.

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## Financial Aid

Financial Aid information is listed in the Day section of this catalog.

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## Common Scholarship

Students may complete a Common Scholarship application in order to qualify for multiple private-scholarship opportunities, such as the Brother Ellis Scholarship, which are administered by the Financial Aid office each academic year. The minimum grade-point average for scholarship consideration is 2.5 with some scholarships requiring a 3.0 or higher.

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## Charlotte W. Newcombe Foundation

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term when the scholarship will be used. The student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used and of which 6 credits must have been earned at La Salle University. Applications are available in the Office of Continuing Studies or in the Financial Services Office (215/951-1070), and must be submitted by August 1 for Fall and Spring semesters.

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## Modern Handling Equipment Company Scholarship Program

Through the generous auspices of the Modern Handling Equipment Company, evening students pursuing an undergraduate degree in our School of

Business Administration are eligible for this scholarship, for the Summer as well as the Fall and Spring semesters. Student must be enrolled for a minimum of six credits during the term when the scholarship will be used. Information on eligibility and scholarship applications are available in the Office of Continuing Studies or the Office of Student Financial Services. Applications for scholarships must be submitted by August 1 for both the Fall and Spring semesters

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## Academic Progress

This policy statement establishes the guidelines within which the University will define the progress of the student for aid and funding purposes. Since final decisions rest with the granting agencies, it does not guarantee such aid.

Part-time students are making adequate progress toward the degree if they have:

- 1) Completed three-fourths of the total credits attempted, when the combined credits attempted in semesters for which funds were received total 12 or more semester hours in new course work at satisfactory levels as indicated:
  - a) Completed Freshman Status (0-23 credits)  
1.50 cumulative academic index
  - b) Completed Sophomore Status (24-53 credits)  
1.75 cumulative academic index
  - c) Completed Junior Status (54-83 credits)  
1.90 cumulative academic index
  - d) Completed Senior Status (84+ credits)  
2.00 cumulative academic index

- 2) Completed graduation requirements within a maximum of 13 years of part-time studies. A year is equal to one or more semesters for which funds were received and the combined credits attempted total 12 or more semester credits. Note that this policy does not refer to any calendar year maximum which must be met as a part of the graduation requirements.

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## Deans' Honor List

The Deans' Honor List is published in June and February of each year. Those students who have complied with all the regulations of the University and who have earned a cumulative academic index of 3.40 with at least 30 credit hours of graded course work at La Salle are placed on the Deans' List. An academic convocation is held in the Fall semester when honorary degrees are conferred, Deans' List students are recognized, and all can meet informally with faculty and administrators.

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## Academic Advisement

For Continuing Studies students in the School of Business and School of Arts and Sciences, the Continuing Studies Advisement Center is the center of academic advising. Academic advisors are available to consult with and to assist students in planning and pursuing their educational goals at the University. In addition, the Department Chairs and Program Directors serve as academic advisors for their particular subject areas and they provide supplementary counseling in choosing a major program, in meeting major requirements and in developing new areas of interest.

Students in the School of Nursing are advised directly by the School of Nursing academic advisor. The School of Nursing publishes spe-

cific information about policies and program goals in the RN-BSN Student Handbook. These are available from the School of Nursing student advisor.

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## Registration

The registration schedule is set forth in the official calendar and detailed instructions for registration and for the rostering of courses are supplied prior to registration. Upon completion of registration, the student is officially enrolled in the courses rostered and is financially responsible for the tuition charges.

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## Roster Plan

Three credit hour courses usually meet once a week for a 160 minute period which includes a 10 minute break. Four credit courses usually meet twice a week for 125 minute periods. Courses with laboratories require additional time. Courses offered under the Optional Scheduling format meet for a total of seven weeks, either two nights per week, or one night per week and on three alternate Saturdays. Exact meeting times are posted in the Course Roster for each semester. The general pattern of class periods is as follows:

### Main Campus

Monday through Thursday  
6:15-8:55 P.M.

Saturday  
9:00 A.M.-12:00 P.M.

At the Bucks Center, each course normally meets one night a week as follows:

### La Salle/Bucks County

Monday, Tuesday, Wednesday or Thursday  
6:45-9:30 P.M. or 4:30-7:10 P.M.

Courses offered in the accelerated programs follow various day and hour formats.

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## Roster Requirements

Continuing Studies students who maintain a satisfactory scholarship index are permitted to schedule a maximum of 12 credit hours in any semester. Most students, however, roster 6 credit hours each semester, and a number of students choose to take 3 credit hours. The number of courses which a student is permitted to take is dependent upon the student's ability, past academic record, program of study, and time available for study.

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## Attendance Policy

Students are expected to attend classes regularly. If students must be absent because of conditions beyond their control (e.g., illness or serious personal or family situations), they should explain the problem to their instructor. If an absence extends over a protracted period of time, students should notify the Office of Continuing Studies at 215/951-1240. Students in the School of Nursing should notify the Dean's Office, School of Nursing, 215/951-1430. Attendance is taken from the first regular class day regardless of the time of registration.

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## Change in Course

The student is responsible for following the sequence of courses for the curriculum in one's major field of study. If changes are desired, approval must be obtained in writing from the Department Chair and the Director of Continuing Studies. Evening students in the School of Arts and Science and School of Business Administration should contact their advisor in the Office of Continuing Studies. Students in the School of Nursing should contact their advisor in the School of Nursing.

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## Change in Major

Continuing Studies students who wish to change their major curriculum must file a written request for a Change of Major in the Office of Continuing Studies. Nursing students should contact their advisor in the School of Nursing.

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## Change in Division

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the Undergraduate Evening to an Undergraduate Day Program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum GPA of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from Undergraduate Day to Undergraduate Evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school or their Continuing Studies advisor.

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## Withdrawal

After the completion of registration, a student shall be considered to be in attendance unless an official statement of withdrawal is submitted to the Office of Continuing Studies. A Withdrawal Form can be obtained in the Continuing Studies Office, or the student may send a letter to the Office of Continuing Studies indicating the course or courses from



which one is withdrawing, the reason for withdrawal and the student's signature. The date of filing the official statement of withdrawal will be considered the actual date of withdrawal. If that date is on or before the final date for withdrawal as published in the academic calendar, the student's record for the course will be marked W (withdrawn). If the date of withdrawal is after the final date for withdrawal, the student's record will be marked F (failure) unless the withdrawal has been caused by unusual circumstances and has the written approval of the Director of Continuing Studies. Note: Neither ceasing to attend class nor notifying the instructor constitutes an official withdrawal. Students in the School of Nursing should contact the Dean's Office in the School of Nursing.

## Examinations

Examinations are given at any time during the course at the instructor's discretion, at mid-semester and at the conclusion of the semester. If a student misses any exam prior to the final exam due to circumstances beyond one's control, with the Instructor's permission, the student can make arrangements through the Continuing Studies Office to take a special exam.

Special examinations submitted by the Instructor, can be taken by appointment in the Continuing Studies office while classes are in session. Students must call 215/951-1240 to verify that a make-up exam is on file and to schedule the appointment.

Final examinations are conducted at the times published in the examination schedule issued each semester. If students are unable to take a final exam as scheduled due to unavoidable absence, they must request approval for a special final exam from the Instructor. If approval is granted, the student must make arrangements through the Continuing Studies Office to

take a special final exam submitted by the instructor. Regular make-up examinations are subject to a \$5 fee; final make-up examinations are subject to a \$10 fee.

Nursing students must make special arrangements for examinations with the course instructor.

## Renewal Policy for Returning Students

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of "C" or better in each course, may request in writing from the Director of Continuing Studies, a "transcript renewal." Should the request be granted, the student will have the option of having all "Fs" renewed or all "Fs" and all "Ds" renewed. Grades of renewed courses will remain and be noted on the transcript and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

## Credit for Courses Taken at Other Institutions

Regularly-enrolled La Salle students, who are in good standing, may be approved to take courses at other institutions, subject to department or school restrictions.

Please note:

- Students are not permitted to take more than 12 credits in transfer after they have 60 credits and prior to 90 credits on their La Salle transcript.
- Major courses may not be taken at other institutions.
- Credit is transferred only for grades of "C" (2.0) or better; however, the letter grade is not included in the computa-

tion of a student's academic index at La Salle.

- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a "W" grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's School or from the Office of Continuing Studies, two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University must be obtained in advance from the Dean's Office of the student's School.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the Dean's office/Office of Continuing Studies for inclusion in the student's record.

The Transfer Credit requirement and Residency requirement are repeated here from other section of this bulletin because of their impact on courses taken at other institutions.

## Transfer Credit Requirement

- A total of 70 credits is the maximum number which can be transferred to La Salle from other institutions.

## Residency Requirement

- Students are required to take their last 30 credits at La Salle.

## College-Level Examination Program (CLEP)

La Salle University participates in the College-Level Examination Program sponsored by the College Entrance Examination Board. CLEP is designed to enable the adult student to demonstrate competencies acquired in various academic disciplines without having attended formal college classes.

There are two kinds of examinations: the General and the Subject Examinations. Students are eligible to take one or more of the General Examinations accepted by La Salle in Humanities, Natural Sciences, and Social Sciences and History before they have completed more than 30 semester credit hours of course work, whether the credits were earned at La Salle, transferred, or awarded through examination. Students are eligible to take Subject Examinations accepted by La Salle in English, History and Social Sciences, Foreign Languages, Science and Mathematics, and Business provided they have not taken comparable or more advanced courses in that discipline. Students must have permission from their Academic Advisor before attempting CLEP credit. Advisors can help students select examinations appropriate to their course of study. Further information regarding CLEP test dates and the University policy is available from the CLEP Center Administrator, Office of Continuing Studies (215/951-1074) and on La Salle's Continuing Studies website ([www.lasalle.edu/academ/concd/clcp.html](http://www.lasalle.edu/academ/concd/clcp.html)).

The cost of taking CLEP at La Salle is \$65 (\$50 testing fee and \$15 administrative fee) per exam. A matriculated student who receives a satisfactory score will be notified of credit awarded and will be assessed an additional administrative fee of \$25 per credit. After the payment is received by the Bursar's Office, the Registrar will

post the course and credit hours granted through CLEP on the student's record. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

## End-of-Course Examination

Students who believe that their experience and study have trained them sufficiently to bypass a given La Salle University course may challenge that course through an end-of-course examination. (End-of-course-examinations are offered at the discretion of individual departments in the School of Arts and Sciences. End-of-course examinations are not offered for courses in the School of Business Administration. End-of-course examinations are restricted in the School of Nursing; students should contact their advisor directly.) A written request should be submitted to the Department Chair who will then request the approval of the Dean. There is a \$30 charge for each examination. Students who successfully complete the examination will receive credits for the course challenged which will be posted on their La Salle transcripts upon receipt by the Bursar's Office of a \$25 per credit administrative fee. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

## American Council on Education (ACE) Approved Courses

Students who have successfully completed educational programs and seminars approved by the American Council on Education's Program on Noncollegiate Sponsored Instruction (PONSIS) may be eligible to receive credit. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index. A written request with documentation of course completion should be forwarded to the Dean's office for evaluation.

## Requirements for Degrees

### Associate Degree

A candidate for an Associate degree must meet the following requirements:

- complete course work equivalent to a minimum of 60 credit hours, at least 30 of which have been fulfilled at La Salle University;
- have not attained more than 84 credit hours;
- have not received a prior associate degree;
- fulfill all course requirements prescribed by the University for the specific associate degree;
- have a cumulative academic index of 2.0;
- the candidate must file an application for the Associate degree one year before the completion of requirements; upon completion of requirements described above, a candidate for the Associate degree will receive a diploma during Commencement exercises in May.

### Bachelor's Degree

A candidate for the Bachelor's degree must meet the following requirements:

- complete course work equivalent to a minimum of 120 credit hours; for all students with 60 or fewer credit hours as of September, 1985, the 120 credit hours must include at least 38 courses of three credits or more; in determining the number of courses, a course carrying six credit hours or more will be counted as equal to the lowest number of courses obtained by dividing the credit value by three;

- fulfill all University Core and Major requirements;
- have a cumulative academic index of 2.0 overall as well as in the major courses;
- file an application for graduation one year before the expected date of graduation.
- Residency Requirement: students are required to take their last 30 credits at La Salle.

### Second Bachelor's Degree

La Salle University will award either a B.A. or B.S. degree to a student who has already earned a Bachelor's degree from an accredited institution under the following conditions:

1. The student has obtained written permission from the appropriate Dean and Department Chair.
2. If the student holds a Bachelor's degree from La Salle University, the student must meet substantial requirements of the major as determined at the time the student matriculates in the program leading to the second degree. A minimum of 30 credit hours is required.
3. If the student holds a degree from an institution other than La Salle, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.

### Honors

The Bachelor's degree with honors is conferred on a student who has completed course requirements at the University with a cumulative academic index not lower than 3.40 and who has not incurred any academic censure.

The candidate who has earned an index between 3.40 and 3.59 is graduated with the distinction *Cum Laude*.

The candidate who has earned an index between 3.60 and 3.79 is graduated with the distinction *Magna Cum Laude*.

The candidate who has earned an index of 3.80 or better is graduated with the distinction *Maxima Cum Laude*.

### Policy on Graduation Requirements

All students are expected to fulfill the requirements of the curriculum which is in place at the time of matriculation. Curricular requirements will not be grandfathered to the time of matriculation at La Salle. Individual waivers and adjustments can be made by the Chair with notification to the Dean's office for major program requirements and by the Dean for University Core requirements. Students will be notified of changed requirements through publications, the advisement system, and the roster.

### Conferral of Degree

La Salle University confers degrees three times a year, on September 15, January 15, and on the date of the commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the commencement exercise of the following May.

### Curriculum

All degree programs have a similar structure which includes the Core Curriculum, Major Requirements and Free Electives:

#### The Core Curriculum

The core curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding" and "Patterns of Meaning."

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in Writing, Public Speaking, Mathematics, and Computer Science.

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments which shape the world in which we live. The "Frameworks of Scientific Understanding" category includes courses in Economics, Political Science, Psychology, Sociology, Biology, Chemistry, Geology, and Physics.

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (Religion, Philosophy, Literature, History, Fine Arts and Foreign Languages) will enable students to develop these capacities.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a “house” (🏠 Understanding at Home) and one course designated by the symbol of a “plane” (✈ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of such projects.

### Core Courses

All courses in the core may be counted towards any minor or major barring exclusions by the academic departments sponsoring the minor or major. To complete the core requirements, most Arts and Sciences majors must complete a maximum of 19 courses, School of Business Administration majors, a maximum of 16 courses, and School of Nursing major, a maximum of 15 courses. The following is a general outline of the Core; specific requirements will vary among major programs.

### Powers Courses

- English 107  
(may be waived by the English Department)
- English 108
- Mathematics 150
- Communication 150 or Business 150
- Computer Science 151  
(may be waived through an exemption exam)

### Frameworks of Scientific Understanding Courses

#### Natural Sciences

(1 course from the following disciplines)

- Biology
- Chemistry
- Geology
- Physics

#### Social Sciences

(2 courses, 1 from each area)

- Economics or Political Science
- Psychology or Sociology

### Patterns of Meaning Courses

(2 courses in each of 5 areas, followed by a third course in one of the 5 areas)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

### Major Requirements

Those courses determined by your major department to fulfill the requirements for your degree. Major requirements vary and may include courses outside your primary department. They may include “Controlled Electives” which allow you to choose courses from several different stated offerings, or from offerings in several different departments. Major requirements may even be organized differently; for example, Business Administration majors are required to take the introductory courses in the “Business Core” drawn from several different departments, as well as the “Professional Studies” courses in Accounting, Management, Marketing or Finance.

### Free Electives

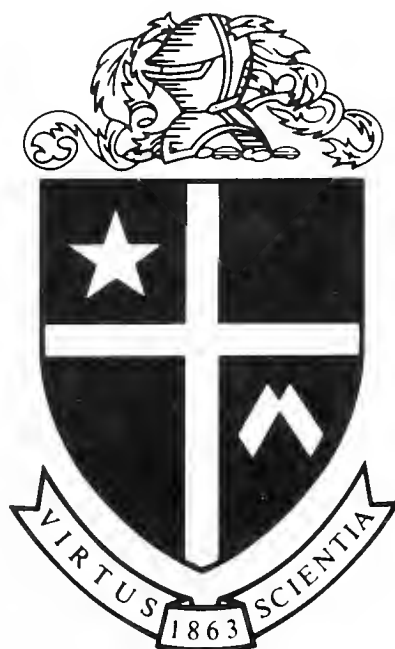
Offer a further opportunity to influence your own program of education. You may select courses of special interest to fulfill the free electives in your academic program.

The Curriculum Progress Chart is used by your advisor to review your academic progress. Examples of the Curriculum Progress Charts for the Associate in Arts, Bachelor of Arts and Bachelor of Science degrees are included in this bulletin.

# **School of Arts and Sciences**

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Evening and  
Weekend Programs



**ASSOCIATE IN ARTS IN LIBERAL ARTS****CURRICULUM PROGRESS CHART****I. Powers**A. Writing I \_\_\_\_\_ **ENG 107**B. Writing II \_\_\_\_\_ **ENG 108**

C. Numbers \_\_\_\_\_

D. Speech \_\_\_\_\_ **COM 150**E. Information Technology \_\_\_\_\_ **CSC 151****II. Frameworks of Scientific Understanding**

A. Natural Science \_\_\_\_\_

B. Social Science

1. Economics or Political Science \_\_\_\_\_

2. Psychology or Sociology \_\_\_\_\_

**III. Patterns of Meaning**

A. Religion 1. \_\_\_\_\_

2. \_\_\_\_\_

B. Philosophy 1. \_\_\_\_\_

2. \_\_\_\_\_

C. Literature \_\_\_\_\_

D. History \_\_\_\_\_

E. Fine Arts \_\_\_\_\_

**OR**

Foreign Language \_\_\_\_\_

F. Second Course \_\_\_\_\_

(Literature, History, Fine Arts or Language)

**Electives**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**BACHELOR OF ARTS OR BACHELOR OF SCIENCE****CURRICULUM PROGRESS CHART\*****I. Powers**

- A. Writing I \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_
- D. Speech \_\_\_\_\_ **COM 150**
- E. Information Technology \_\_\_\_\_ **CSC 151**

**II. Frameworks of Scientific Understanding**

- A. Natural Science \_\_\_\_\_
- B. Social Science
1. Economics or Political Science \_\_\_\_\_
2. Psychology or Sociology \_\_\_\_\_

**III. Patterns of Meaning**

- A. Religion      1. \_\_\_\_\_
2. \_\_\_\_\_
- B. Philosophy    1. \_\_\_\_\_
2. \_\_\_\_\_
- C. Literature<sup>1</sup>    1. \_\_\_\_\_
2. \_\_\_\_\_
- D. History        1. \_\_\_\_\_
2. \_\_\_\_\_
- E. Fine Arts      1. \_\_\_\_\_
2. \_\_\_\_\_

**OR**

- Foreign Language 1. \_\_\_\_\_
2. \_\_\_\_\_

Concentration Option \_\_\_\_\_

Students will select an approved third course  
in one of the Patterns areas.

<sup>1</sup>May be in English or in Foreign Language Literature in  
English Translations.

**Major Requirements**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**Electives**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**\*This curriculum progress chart is subject to department requirements and restrictions.  
Students should consult with their academic advisor for proper selection of courses.**

# ASSOCIATE IN ARTS IN LIBERAL ARTS – BUSCA

## Curriculum Progress Chart

### FOUNDATION

1. Spanish for Hispanics In Spanish	SPN 270BS
2. University Studies I In Spanish	UNS 150BS
3. Writing I Writing for Non-Native Speakers	WRT 107BS
4. Writing II In English	ENG 108BS
5. Literature ENG 150 or LIT 150 – In Spanish	LIT 150BS
6. Religion I 10BS In Spanish	REL 110BS
7. Philosophy In Spanish	PHL 151BS
8. Social Science In Spanish	SOC 150BS
9. History In Spanish	HIS 153BS
10. Science Bilingual: Spanish/English	BIO 157BS
11. Computer Science In Spanish	CSC 151BS
12. Fine Arts In Spanish	ART 152BS
13. Foreign Language In English	ESL 150A

### UNIT I

Religion and Philosophy (two courses of each). May not be any of the courses listed in fulfillment of the foundation requirements without special permission of the Dean's Office.

1. Religion In Spanish	REL 220BS
2. Philosophy In Spanish	PHL 206BS

### UNIT II

Four courses from one discipline named below. May not be any courses listed for foundation or major field of study.

#### Foreign Language

1. English Language Usage and American Culture	ESL 260
2. Advanced Conversation and Composition	ESL 280
3. Public Speaking	COM 150
4. Special Topics	ENG 174

### ELECTIVES

1. Music In Spanish	MUS 150BS
2. Elective	MAINSTREAM
3. Elective	MAINSTREAM



## BUSCA (Bilingual Undergraduate Studies for Collegiate Advancement) Program

This Associate Degree Program is especially designed for our Latino Community, offering an unprecedented opportunity for bilingual (Spanish) education in a renowned institution of higher learning where students will be able to continue the cognitive learning process in their first language while mastering English language skills.

The Latino student should thrive here in a climate and program in which the learning of subject content and the mastering of English take place simultaneously. To ensure this outcome, academic advisement and counseling will be readily available to each enrolled student.

The ultimate aim of the program is to improve the listening, speaking, reading, writing, and bicultural skills of the participants so as to enable them to utilize the knowledge of the Associate Degree, to develop career skills and/or to continue in higher education toward the Bachelor's Degree so as to better function professionally and socially. At the same time, students will be encouraged to sharpen their skills in Spanish so that they leave the University completely bilingual.

### Admission Requirements

Each applicant must submit:

- a high school and/or college transcript
- a letter of recommendation from a community or educational leader

and must take:

- an entrance examination in Spanish
- a language test in English (for placement level purposes)

and participate in:

- a personal interview

## SEQUENCE OF COURSES FOR BUSCA

### Semester 1

SPN 270	Spanish for Latinos
ESL 150	English for Speakers of Other Languages and American Culture
or	
ESL 170*	Fundamentals of English
HIS 153	History of the United States
UNS 150	University Studies

### Semester 2

CSC 151	Introduction to Computer Packages
ESL 150 or 260	English Language Usage and American Culture
ART 152	Introduction to Visual Arts
PHL 151	The Human Person

### Semester 3

REL 110	The Bible
ESL 260 or 280	Advanced Conversation and Composition
BIO 157	Life Science: An Environmental Approach (Bilingual: English/Spanish)
PHL 206	Social and Political Philosophy

### Semester 4

COM 150	Public Speaking
REL 220	Catholicism in the Modern World
ESL 280 or WRI 107	Writing for Non-Native Speakers (Bridge Course)
LIT 150	Modern European and Latin American Writers

### Semester 5

MUS 150	Art of Listening
WRT 107 or ENG 108	Writing II: Writing a Research Paper
ENG 174	Special Topics
SOC 150	Principles of Sociology
One or two electives from general curriculum (in English).	

These courses are for students who entered the BUSCA program with a higher knowledge of English and who may finish the English courses faster.

\*If students place in ESL 170, Fundamentals of English, they will require six (6) semesters to complete all English requirements. With the exception of ESL courses, all courses are taught in Spanish unless otherwise indicated.

## BUSCA

El Programa del Diploma Asociado está diseñado especialmente para nuestra comunidad latina a quienes ofrecemos una oportunidad sin precedente para una preparación académica bilingüe – español e inglés. Los estudiantes pueden seguir muchos cursos del currículum en su primera lengua (el español) al mismo tiempo en que están dominando el estudio del inglés.

El estudiante latino debe tener mucho éxito en un ambiente y en un programa en los cuales puede utilizar sus habilidades en español para seguir cursos normalmente enseñados en inglés y, a la vez, perfeccionar su dominio del inglés. Para asegurar este éxito, cada estudiante matriculado en el programa tendrá un consejero bilingüe que le aconsejará en cuanto a posibles problemas académicos.

La meta más importante de esta experiencia es mejorar tanto las habilidades lingüísticas del estudiante en español como en inglés para que estos puedan utilizar los conocimientos del Diploma Asociado para avanzar en una carrera profesional o, aún mejor, para continuar sus estudios en la Universidad hasta recibir el Diploma De Bachiller. Así pueden nuestros estudiantes funcionar mejor profesionalmente y socialmente.

## SECUENCIA DE CURSOS PROGRAMA BUSCA

### 1er. Semestre

SPN 270 BS	Español para Latinos
ESL 170 o 150 A	Inglés
HIS 153 BS	Historia de los EEUU
UNS 150 BS	Estudios Universitarios

### 2ndo. Semestre

CSC 151 BS	Introducción a la Computación
ESL 150 o 260	Inglés II y Cultura Estadounidense
ART 152 BS	Introducción a las Artes Visuales
PHL 151 BS	La Persona Humana

### 3er. Semestre

REL 110 BS	La Biblia
ESL 260 o 280 A	Conversación Avanzada y Composición
BIO 157 BS	Biología Ambiental
PHL 206 BS	Filosofía Política y Social

### 4rto. Semestre

COM 150 BS	Inglés – Discurso
REL 220 BS	Catolicismo en el Mundo Moderno
ESL 280 o WRI 107 BS	Inglés El Arte de Escribir
LIT 150 BS	Literatura Contemporánea de Latinoamérica y Europa

### 5to. Semestre

MUS 150 BS	El Arte de Escuchar Música
WRT 107 BS o ENG 108 BS	Inglés: El Arte de Escribir y los Trabajos de Investigación
ENG 174 BS	Inglés: Temas Especiales
SOC 150 BS	Sociología

1 ó 2 Cursos electivos del currículum general (Para estudiantes que empiezan el programa con un nivel más avanzado de Inglés)

\*Los estudiantes que empiezan con ESL 170 terminarán el programa en 6 semestres.

## The Associate in Arts Degree

The Associate in Arts in Liberal Arts degree is structured like the Bachelor's degree programs, but requires only half as many (60) credit hours to attain. The courses which fulfill the requirements for the Associate degree can be applied to the Bachelor's degree.

## The Bachelor's Degree

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills and abilities.

The program of study leading to a Bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, Major Requirements, and Free Electives. For all students with 60 or fewer credits as of September 1985, the 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements.)

The Bachelor of Arts degree can be earned in Computer Science, Criminal Justice, Digital Arts and Multimedia Design, English, General Studies, History, Organizational Dynamics, Psychology, Public Administration, Religion, and Sociology.

The Bachelor of Science degree can be earned in Business Administration, Information Technology, and Nursing. The Bachelor of Social Work can also be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Science in Business Administration, and Bachelor of Science in Nursing are explained on the following pages.

## Social Work Program

The mission of the Social Work Program is to prepare competent generalist social workers for practice in the urban community. Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings.

The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts, and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (BSW), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study.

## Bachelor of Arts in Organizational Dynamics

This interdisciplinary accelerated degree completion program provides a comprehensive, academically coherent program with enough flexibility to be of interest to a wide variety of students. Students who have completed thirty credits are eligible to be considered for this major. The courses which comprise the program will allow students to: interweave the theoretical principles from the liberal arts and business traditions to form a solid, broad-based foundation; develop the concepts and skills needed to adjust to a rapidly changing organizational setting; develop the skills needed in a variety of organizational settings such as in business, non-profit groups, educational institutions, and the government sector; apply concepts and theories of organizational behavior to be more productive both in individual and group settings. Students may earn

up to six credits for life experience by demonstrating mastery of material covered in specific courses within the major which relate to: financial reporting and managerial accounting; public speaking; business and technical writing; financial markets and institutions; organizational behavior; statistics. Students must complete a Credit for Life Experience submission form along with a non-refundable \$125 submission fee at time they forward all requested materials for faculty review. If credit is awarded, there will be an additional posting fee of \$25 per credit.

## Bachelor of Arts in General Studies

The Bachelor of Arts in General Studies, offered through the School of Arts and Sciences, provides students with a multidisciplinary program of study not linked to a specific department or discipline. With this major, students can explore several different academic options, in a variety of combinations, which allow for a breadth of study not available in traditional, discipline-specific programs.

Students pursuing a degree for career advancement, which does not have to be in any specific area, would benefit from this program. Likewise, students who have already explored different majors and accumulated a variety of credit, could maximize their prior experience by considering this option.

The major is designed around eleven disciplines in the Liberal Arts. These are: Economics, Education, English, Fine Arts, History, Philosophy, Public Administration, Psychology, Religion, Sociology, and Spanish. Students must select three of these disciplines, and take five courses in each of these three, for a total of 15 courses (45 credits) comprising the major. More specific advising information for this major is available from the Office of Continuing Studies.

**Pre-Business****Administration Program (PBA)**

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program. Upon successful completion of 21 credits in Liberal Arts courses which include ENG 107, 108, CSC 151, MTH 101, 114, PSY 155 or SOC 150 and 21 credits in business courses which include BUS 101, 150, 202, 207, 208, ECN 150 and 201, students with a 2.25 cumulative academic index are eligible for admissions into the bachelor's degree program in the School of Business Administration. Students may designate their intended business professional studies option while enrolled in the PBA Program.

**Pre-Business Administration Program (PBA)**

Intended Business Professional Studies Option: Accounting or General Business Administration

**Pre-Business (PBA)****Curriculum Progress Chart**

To move from Pre-Business Administration to Business Administration status, students must meet the following criteria:

1. have a total of at least 40 credits
2. have a cumulative index of at least 2.25
3. have completed the following courses:

**Liberal Arts**

1.	ENG 107	—
2.	ENG 108	—
3.	MTH 101	—
4.	MTH 117	—
5.	PSY or SOC	—
6.	CSC 151	—
7.	_____	—

Liberal Arts

**Business Courses**

1.	BUS 101	—
2.	BUS 150	—
3.	BUS 202	—
4.	BUS 207	—
5.	BUS 208	—
6.	ECN 150	—
7.	ECN 201	—

Note: PBA students are not permitted to take 300 or 400 level business courses.

**Grade****Grade****Course Descriptions**

All courses are listed alphabetically by department. Courses with no semester designation are usually offered on a rotating basis. Consult course rosters.

**Art and Art History****Department Chair**

Patricia Haberstroh, Ph.D.

**ART 151****VISUALIZING THE SACRED**

3 credits

This course will acquaint students with the basic elements of visual literacy through an exploration of sacred visual imagery in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of sacred imagery in the context of particular societies. Painting, sculpture, architecture, and miscellaneous arts will be discussed.

**ART 152****VISUALIZING THE SELF AND OTHERS**

3 credits

This course will acquaint students with the basic elements of visual literacy through an exploration of portraiture in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of portraiture, including self portraits, in the context of particular societies and in the lives of various artists and their subjects. Painting, sculpture, and miscellaneous arts will be discussed as appropriate.

**ART 160****INTRODUCTION TO THE VISUAL AND PERFORMING ARTS**

3 credits

An introduction to the visual and lively arts, with a focus on painting, sculpture, dance, music, and theatre. Students will learn the basic forms associated with each of these arts and will develop their understanding and appreciation of varied art forms. Special emphasis will be placed on the use of the arts in the elementary classroom, especially as supplements to other subjects. Multiple intelligences, practical applications, and artistic development will all be discussed. Prerequisites: This course is primarily designed for ESE majors, but is open to others by permission of the director.

**ART 206****PAINTING FROM DAVID TO VAN GOGH**

3 credits

Painting's evolution, content, and style, from ca. 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

**ART 210****WOMEN AND ART**

3 credits

Encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas which have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art.

**ART 211****AMERICAN ARCHITECTURE**

3 credits

This course presents the major trends which mark the architectural history of the United States from roughly the second half of the nineteenth century through the present. Emphasis will be on architects and styles which have had a significant and lasting impact on the urban landscape of America, with particular

attention to such centers as Chicago, New York, and Philadelphia.

Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry.

**ART 212****HISTORY AND THEORY OF DIGITAL ART**

3 credits

This course will focus on the newly emerging and continually expanding field of digital art and the relation of new media art practices to earlier moments in which art and technology have intersected. Topics to be addressed include: the art historical reception of digital works; display strategies for new media; and significant developments in the areas of digital sculpture, photo manipulation, interactive installations, and digital printmaking.

**ART 313****THE RENAISSANCE IN ITALY**

3 credits

A study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian.

Prerequisite: 100 or 200 level art history course or permission of instructor

**ART 319****MODERN ART**

3 credits

Study of developments in late 19th and early 20th century art as they pertain to the rise of modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered.

Prerequisite: 100 or 200 level art history course or permission of instructor

**Studio Courses:****ART 102****DIGITAL ART STUDIO**

3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively.

**ART 220****ELECTRONIC VISUAL COMMUNICATION**

3 credits

Overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential images in digital media and on devising analytical, assessment, and production strategies which focus on the dynamic potential of these interactive images. Prerequisite: Art 102

**ART 260-261****OIL PAINTING**

3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

**ART 262****PRINTMAKING**

3 credits

Introduction to basic print processes: relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

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## Biology

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Department Chair  
Norbert F. Belzer, Ph.D.

### Frameworks Courses: Biology 157, 158

#### BIO 157 LIFE SCIENCE: AN ENVIRONMENTAL APPROACH

3 credits/Frameworks

A foundation biology course for non-majors that places emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues and establish a relevance to students' lives. Topics will include: human influence on patterns and products of change in living systems, energy matter and organization and human interaction and interdependence with other living systems.

#### BIO 158 LIFE SCIENCE: A HUMAN APPROACH

3 credits/Frameworks

A foundation biology course for non-majors that places emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of life and establish a relevance to students' lives. Topics include: maintaining dynamic equilibrium in humans, human reproduction and inheritance, human growth and differentiation.

#### BIO 161-162 ANATOMY AND PHYSIOLOGY

4-8 credits

A basic course in the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours lecture, two hours laboratory.

#### BIO 163 CLINICAL MICROBIOLOGY

4 credits

Structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

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## Chemistry

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Department Chair  
David Cichowicz, Ph.D.

### Frameworks Courses: CHM 150, 152

#### CHM 111 GENERAL CHEMISTRY - PART 1

4 credits

Provides a firm theoretical basis for understanding the fundamentals of chemistry in the field of inorganic chemistry. Includes stoichiometry, the state of matter, thermochemistry, atomic and molecular structure, and the periodic chart. The descriptive chemistry is concerned principally with the nonmetals. Three hours lecture, three hours laboratory.

#### CHM 112 GENERAL CHEMISTRY - PART 2

4 credits

Topics include solutions, acid-base equilibria, ionic equilibria, oxidation and reduction, electrochemistry and kinetics. The laboratory experiments are designed to illustrate lecture topics. Three hours lecture, three hours laboratory.

Prerequisite: CHM 111

#### CHM 150 CONSUMER CHEMISTRY

3 credits/Frameworks

A non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include: energy, pharmaceuticals, environmental effects, food additives, and synthetic materials. No prior knowledge of

chemistry required. Three hours lecture/laboratory sessions.

#### CHM 152 INTRODUCTORY FORENSIC SCIENCE

4 credits/Frameworks

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed and evaluated. Of necessity, the course will be numerical in nature, but not math intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics and other fields and will employ hands-on learning activities and laboratories, group work and the traditional lecture format to convey the course material. Three 90 - minute lecture/laboratory sessions.

#### CHM 161 CHEMISTRY OF THE LIFE SCIENCES

4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed.

Prerequisite: high school algebra. Three hours lecture, three hours laboratory.

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## Communication

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Department Chair

Gerard F. Molyneaux, F.S.C., Ph.D.

### Powers Course: COM 150

#### COM 150

##### PUBLIC SPEAKING

3 credits/Powers

Student develops skills in effective research, organization, presentation and analysis of various types of speeches.

#### COM 202

##### INTERPERSONAL

##### COMMUNICATION

3 credits

This course is designed to create an awareness of the role of communication in our interpersonal interactions. Students will be introduced to basic concepts and theories associated with interpersonal communication, and how those concepts and theories might apply in everyday communication practices. The concepts discussed in this class can empower you to better understand who you are, develop more meaningful personal and professional relationships, manage conflicts more effectively, and communicate effectively with individuals from other cultural groups.

#### COM 206

##### FUNDAMENTALS OF JOURNALISM

3 credits

Reporting and interviewing techniques, newswriting, copy editing and headline writing, the editorial, the feature story, newspaper makeup and design, libel, and the responsibility of the press. Two hours lecture, one hour of field assignment weekly.

#### COM 225

##### THE CINEMA

3 credits

The motion picture as industry, as historical record, and as art. Among topics offered: the great directors, film comedy in America, film theory and criticism, film history.

#### COM 302

##### BROADCAST NEWSWRITING

3 credits

Introduction to and application of newswriting for radio and television, including hard news, features, and documentary formats.

#### COM 303

##### SCRIPTWRITING

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

#### COM 307

##### PRINCIPLES OF PUBLIC RELATIONS

3 credits

This course provides a survey of the diverse and growing field of public relations. The course proceeds from a historic overview of the PR field to introduce students to the process of public relations management and some of the skills required of practitioners. In addition, the course investigates public relation practices in a variety of contexts and examines the role of public relations in society.

#### COM 357

##### PUBLIC RELATIONS WRITING

3 credits

Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles and practices of public relations writing. With an emphasis on the process of planning and pre-writing as the basis for successful writing efforts, students will learn how to produce press releases, backrounders, brochures, newsletter articles, public service announcements, and a variety of other pieces.

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## Computer Science

Course listings under Mathematics & Computer Science

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## Criminal Justice

Course listings under Sociology, Social Work and Criminal Justice

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## DArt

Course listings under Mathematics & Computer Science

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## Economics

Department Chair

David L. George, Ph.D.

### Frameworks Course: ECN 150

#### ECN 150



##### INTRODUCTORY

##### MACROECONOMICS: THE U.S. IN THE GLOBAL ECONOMY I

3 credits/Frameworks

After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the US and other countries.

#### ECN 201

##### INTRODUCTORY

##### MICROECONOMICS: BUSINESS FIRM AND MARKET ANALYSIS I

3 credits

This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like: economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150

**ECN 213****INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE**

3 credits

Basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation.

**ECN 333****ECONOMICS OF INTERNATIONAL BUSINESS**

3 credits

This course examines trade theory and applies the theory to firms with international operations. It introduces the cultural, environmental, and ethical issues facing international businesses and provides broader context for international operations by examining trade policy, foreign exchange markets, and the balance of payments. (Formerly ECN 305). Prerequisite: ECN 150 and 201; MTH 117 and 118; Junior standing or permission of Department Chair

**ECN 340****AMERICAN ECONOMIC HISTORY**

3 credits

Describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic economic concepts and theories of growth to significant historical questions. Prerequisite: ECN 150.

## English as a Second Language (ESL)

(see Foreign Languages and Lit.)

## English

**Department Chair**

Kevin J. Harty, Ph.D.

**Assistant Chair**

Stephen P. Smith, Ph.D.

**Powers Courses:****Writing: ENG 107, 108****Patterns Courses:****Literature: ENG 150, 250****Concentration Option:****Any 300- or 400-level literature course**

Please note: The curricula in English have been revised. Continuing students should consult with their advisor or with the department chair or assistant chair if they have difficulties meeting graduation requirements.

Consult the day division section earlier in this catalog for course descriptions.

**Required for Major in English**

15 courses

ENG 150 Themes in Literature and Culture

ENG 250 Writers and Their Worlds

An advanced writing course in ENG at the 200-, 300-, or 400-level

Two of the following three courses:

- ENG 261 Literature and Culture of Great Britain Beginnings to 1700
- ENG 262 Literature and Culture of Great Britain 1700-1900
- ENG 263 Literature and Culture of Great Britain 1900 to the Present

Two of the following three courses:

- ENG 266 Literature and Culture of America Beginnings to 1860
- ENG 267 Literature and Culture of America 1861-1911
- ENG 268 Literature and Culture of America 1912 to the Present

One of the following five courses:

- ENG 335 Women Writers
- ENG 336 Ethnic American Literature
- ENG 337 World Literature, The Western Tradition
- ENG 338 World Literature, The Non-Western Tradition
- ENG 370-79 Special Topics (with an appropriate theme and the permission of the chair or assistant chair)

ENG 324 Shakespeare

One of the following three courses:

- ENG 354 Contemporary Fiction
- ENG 355 Contemporary Drama
- ENG 356 Contemporary Poetry

Three of the following six courses, but at least one in British and one in American literature:

- ENG 451 Studies in British Literature to 1500
- ENG 452 Studies in British Literature 1500-1800
- ENG 453 Studies in British Literature 1800-1900
- ENG 454 Studies in British Literature since 1900
- ENG 456 Studies in American Literature to 1900
- ENG 457 Studies in American Literature since 1900

Two English electives at the 300- or 400-level in literature.

## Required for Major in Professional Writing

14 courses

ENG 150 Themes in Literature and Culture

COM 202 or PSY 240

ENG 218 Advanced Composition

ENG 250 Writers and Their Worlds

One of the following three courses:

- ENG 261 Literature and Culture of Great Britain Beginnings to 1700
- ENG 262 Literature and Culture of Great Britain 1700-1900



- ENG 263 Literature and Culture of Great Britain 1900 to the Present

One of the following three courses:

- ENG 266 Literature and Culture of America Beginnings to 1860
- ENG 267 Literature and Culture of America 1861-1911
- ENG 268 Literature and Culture of America 1912 to the Present

One of the following three courses:

- ENG 300 The Grammars of English and the Writing Process
- ENG 301 Writing Text and Context
- ENG 302 Language and Prejudice

One of the following eight courses:

- ENG 335 Women Writers
- ENG 336 Ethnic American Literature
- ENG 337 World Literature, The Western Tradition
- ENG 338 World Literature, The Non-Western Tradition
- ENG 354 Contemporary Fiction
- ENG 355 Contemporary Drama
- ENG 356 Contemporary Poetry
- ENG 370-79 Special Topics

One of the following six courses:

- ENG 451 Studies in British Literature to 1500
- ENG 452 Studies in British Literature 1500-1800
- ENG 453 Studies in British Literature 1800-1900
- ENG 454 Studies in British Literature since 1900
- ENG 456 Studies in American Literature to 1900
- ENG 457 Studies in American Literature since 1900

Four of the following courses:

- COM 206 Fundamentals of Journalism\*
- COM 302 Broadcast Newswriting\*

- ENG 303 Writing for Business and Industry
  - COM 303 Scriptwriting\*
  - ENG 305 Fiction Writing
  - ENG 306 Poetry Writing
  - ENG 307 Playwriting
  - ENG 308 Topics in Creative or Professional Writing 1
  - ENG 310 Editing and Publishing
  - ENG 330 Web Design and Development
  - COM 357 Public Relations Writing\*
  - ENG 360 Writing and the University (special permission required)
  - ENG 402 Topics in Creative or Professional Writing 2 (cross listed as Com 402\*)
  - ENG 405 Advanced Fiction Workshop 1
  - ENG 406 Advanced Fiction Workshop 2
  - ENG 409 Technical Publishing
  - ENG 410 Electronic Authoring
- \*no more than one of the Communication courses listed can count toward the 15 required courses in English.

Two electives from among the following:

- any 300- or 400-level English course
- BUS 101, 203,204,207,303
- ECN 150, 201
- PHL 350
- science foundation or frame-works course.

## Foreign Languages and Literatures

Department Chair

Bernhardt G. Blumenthal, Ph.D.

### English as a Second Language (ESL) Courses

#### ESL 150

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND AMERICAN CULTURE (Novice Level)

3 credits

Development of Basic skills in Listening, speaking, reading, and writing English. Attention given to American Cultural values to strengthen language usage. Additional hours for Practicum in conversation are required.

#### ESL 260

ENGLISH LANGUAGE USAGE AND AMERICAN CULTURE (Intermediate Level)

3 credits

Assumes prior knowledge of spoken and written English. Continuing development of listening, speaking, reading, and writing skills in English language and explorations of American cultural values. Emphasis placed on various disciplinary approaches. Additional hours for Practicum in conversation are required.

#### ESL 280

ADVANCED CONVERSATION AND COMPOSITION (Intermediate High Level)

3 credits

This course follows ESL 150 and 260 and is offered to speakers of limited-English proficiency. This course should be taken prior to WRT 107. A continuation of the developmental speaking, listening, reading, and writing skills with special emphasis upon refinement of speaking and writing skills. Reading materials will be used that reflect past and present American culture. Additional hours for Practicum in conversation are required.

**WRT 107****WRITING FOR NON-NATIVE  
SPEAKERS**

(Advanced Level)

3 credits

Designed for non-native speakers who have achieved basic English language competency, this bridge course is a special section of the University's College Writing I course. Instruction in the writing process, invention, and in necessary grammatical and organizational skills. Emphasis on writing from personal experience. Upon successful completion, students may enroll in ENG 108. Prospective students should consult a Continuing Studies advisor or the coordinator.

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**Literature in  
Translation**


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**Patterns Courses: LIT 150, LIT  
250**
**LIT 150****MODERN EUROPEAN AND LATIN  
AMERICAN WRITERS**

3 credits/Patterns

An examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry, and drama. Short critical papers.

**LIT 250****SELECTED TOPICS IN WESTERN  
LITERATURE**

3 credits/Patterns

An examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering or the examination of specific literary movements such as Romanticism, Neo-Classicism, Post-Modernism. Selected works of prose, poetry and drama. Short critical papers.



The English Department also offers courses that fulfill the core requirement in Literature.

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**Foreign Language —  
Conversation and  
Culture**


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**Patterns Courses:**

**German 150, Irish-Gaelic 150,  
Japanese 150, and Spanish 150,  
German 250, Irish-Gaelic 250,  
Japanese 250, Spanish 250, and  
Spanish 360**

**German 150****CONVERSATION AND CULTURE I**

3 credits/Patterns

An introductory course in conversation and culture in German. Students will develop elementary level ability in speaking German and will be introduced to the heritage and culture of Germany. No prior knowledge of German is required.

**Irish-Gaelic 150****CONVERSATION AND CULTURE I**

3 credits/Patterns

An introductory course in conversation and culture in Irish-Gaelic. Students will develop elementary level ability in speaking Irish-Gaelic and will be introduced to the heritage and culture of Ireland. No prior knowledge of Irish-Gaelic is required.

**Japanese 150****CONVERSATION AND CULTURE I**

3 credits/Patterns

An introductory course in conversation and culture in Japanese. Students will develop elementary level ability in speaking Japanese and will be introduced to the heritage and culture of the Japanese. No prior knowledge of Japanese is required.

**Spanish 150****CONVERSATION AND CULTURE I**

3 credits/Patterns

An introductory course in conversation and culture in Spanish. Students will develop elementary level ability in speaking Spanish and will be introduced to the heritage and culture of

Hispanics. No prior knowledge of Spanish is required.

**German 250****CONVERSATION AND CULTURE II**

3 credits/Patterns

Continuation of introductory studies in conversation and culture in German. Development of ability to speak German plus information on the heritage and culture of German-speaking peoples. Assumes some prior knowledge of German (approximately one semester).

**Irish-Gaelic 250****CONVERSATION AND CULTURE II**

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Irish-Gaelic. Development of ability to speak Irish-Gaelic plus information on the heritage and culture of the Irish. Assumes some prior knowledge of Irish-Gaelic (approximately one semester).

**Japanese 250****CONVERSATION AND CULTURE II**

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Japanese. Development of ability to speak Japanese plus information on the heritage and culture of the Japanese. Assumes some prior knowledge of Japanese (approximately one semester).

**Spanish 250****CONVERSATION AND CULTURE II**

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Spanish. Development of ability to speak Spanish plus information on the heritage and culture of Hispanics. Assumes some prior knowledge of Spanish (approximately one semester).

**Spanish 360****READING STRATEGIES IN SPANISH**

3 credits/Patterns

An introduction to reading strategies involving Spanish texts. Readings include short features on topical subjects. Assumes some prior knowledge of Spanish (approximately two semesters).

**Special Topic****SPANISH FOR HISPANICS-IN-SPANISH**

3 credits

This advanced course in Spanish is for native speakers of the language; its principal goal is to develop and refine oral and written skills of students whose dominant language is Spanish. The course includes extensive reading selections which form the basis for oral and written composition. Students will also receive extensive review of the grammatical and syntactical structure of the language.

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## Foreign Languages

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**French****FRN 101-102****ELEMENTARY FRENCH**

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geopolitical areas in which French is spoken and the cultural habits and orientation of its speakers.

**FRN 201-202****INTERMEDIATE FRENCH**

3-6 credits

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations on its traditions of art, music and literature.

**German****GER 101-102****ELEMENTARY GERMAN**

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geopolitical areas in which German is

spoken and the cultural habits and orientation of its speakers.

**GER 201-202****INTERMEDIATE GERMAN**

3-6 credits

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth culture of German-speaking countries through presentation on their traditions of art, music, and literature.

**Spanish****SPN 101-102****ELEMENTARY SPANISH**

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geopolitical areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

**SPN 201-202****INTERMEDIATE SPANISH**

3-6 credits

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

**SPN 301-302****CONVERSATION AND COMPOSITION**

3-6 credits

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church and family).

**SPN 307****COMMERCIAL SPANISH**

3 credits

Intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

**SPN 311-312****SURVEY OF SPANISH LITERATURE**

3-6 credits

An introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

**SPN 313****SURVEY OF SPANISH AMERICAN LITERATURE**

3 credits

Reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

**SPN 321****SURVEY OF SPANISH CIVILIZATION**

3 credits

A cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

**SPN 322****SURVEY OF SPANISH AMERICAN CIVILIZATION**

3 credits

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the vicerealties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

**SPN 350-351****INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES**

3-6 credits

Linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on



the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

### SPN 480

#### SEMINAR

3 credits

Topics of investigation vary from semester to semester.

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## General Studies

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Required for Major in General Studies  
15 courses

- Select 3 disciplines from the 11 listed.
- 5 courses are required in each of these 3 disciplines.

### Economics

- ECN 150
- ECN 201
- three additional ECN courses

### Education

- EDC 201
- EDC 103
- EDC 104
- EDC 306
- one additional EDC course at 200 or 300 level
- Field Experience in above courses

### English

#### Option 1:

- one 200 level course
- at least one 400 level literature course
- two other literature courses
- one literature or writing course above 100 level

#### Option 2:

- four writing courses above 100 level
- one literature or writing course above 100 level

### Fine Arts

Five courses from the following:

### Art

- 151, 152
- 201, 202
- 206
- 260, 261
- 262
- 313
- 319
- Other 200 level courses will also satisfy requirement.

### Music

- 110
- 150
- 203
- 270
- 305

### History

- two courses at 200 level
- three courses at 300 or 400 level

### Philosophy

- five courses at 200, 300 or 400 level

### Public Administration

- POL 151
- POL 215
- three additional POL courses (does not include POL 480 or POL 481)

### Psychology

#### Option 1:

- PSY 155
- four additional PSY courses at 200 level

#### Option 2:

- PSY 155
- four additional PSY courses at 200, 300, or 400 level

### Religion

- five courses at 200, 300, or 400 level

### Sociology

- SOC 150
- SOC 263 or 305
- SOC 260 or 262 or 308
- two additional SOC courses numbered above 230

### Spanish

- SPN 150, 250
- SPN 101, 102
- SPN 201, 202
- Courses beyond the 202 level will also satisfy requirement.

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## Geology, Environmental Science, and Physics

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### Department Chair

Henry A. Bart, Ph.D.

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## Geology

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### Frameworks Courses:

**GEO 150, 151, 152, and 154**

### GEO 150

#### PLANET EARTH

4 credits/Frameworks

An introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, Continental Drift, and mountain building. Three hours lecture, two hours laboratory.

### GEO 151

#### ENVIRONMENTAL GEOLOGY

4 credits/Frameworks

An introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, two hours laboratory.

### GEO 152

#### OCEANOGRAPHY

3 credits/Frameworks

A study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

**GEO 154**

## ASTRONOMY

3 credits/Frameworks

A contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth and the possibility of extraterrestrial intelligence. Three hours lecture.

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**Physics**


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**Frameworks Course: PHY 150****PHY 105**

## GENERAL PHYSICS I

4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation.

Prerequisite: MTH 120. Three hours lecture, two hours laboratory

**PHY 106**

## GENERAL PHYSICS II

4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism and DC circuits.

Prerequisite: PHY 105. Three hours lecture, two hours laboratory.

Prerequisite: MTH 120. Three hours lecture, two hours laboratory.

**PHY 120**

## SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

A study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

**PHY 121**

## WOMEN, MEN, SCIENCE, TECHNOLOGY

3 credits

An exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce



social attitudes; the political content of technology and how technology impacts differently on men and women.

**PHY 150**

## SOME REVOLUTIONS IN PHYSICS

3 credits/Frameworks

A non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity.

**PHY 201 (F)**

## COMPUTER ELECTRONICS I

3 credits

Full and Half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/ DEMUX; memory; op codes; fetching.; computer assembly programming concepts.

Prerequisite: CSC 157 and MTH 140

**PHY 202 (S)**

## COMPUTER ELECTRONICS II

3 credits

Basic electronics, including resistors, capacitors, diodes, transistors and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201

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**History**


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**Department Chair**

Charles Desnoyers, Ph.D.

**Patterns Courses: HIS 151, 251****HIS 151**

## GLOBAL HISTORY TO 1500

3 credits/Patterns

Examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

**HIS 251**

## GLOBAL HISTORY 1500 TO PRESENT

3 credits/Patterns

A study of the evolution and interactions of the cultures of Europe, America, Africa, and Asia from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. (Formerly History 150)

**Required for History Majors**

13 courses

In addition to the two core courses (HIS 151 and 251) and the core concentration course (HIS 300), History majors are required to take one additional U.S. History course, two European History courses, two Non-Western History courses, three courses in an area of concentration (U.S. European, or Non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study must also, at the direction of their advisors and with the approval of the Chair, take at least two semesters of a foreign language.

**Area I****United States History****HIS 300**

## THE UNITED STATES TO 1877

3 Credits/Core Concentration

Traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

**HIS 305**

## THE UNITED STATES FROM 1877 TO PRESENT

3 credits

The second half of the survey begun by the core concentration course, HIS 300. Covers the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World

War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

**HIS 324****HISTORY OF PHILADELPHIA**

3 credits

The historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00. (Formerly HIS 224)

**HIS 329****THE AMERICAN WOMAN**

3 credits

An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women and the Industrial Revolution, and women in World War I, and World War II. (Formerly HIS 229)

**HIS 331****AMERICA'S MILITARY PAST**

3 credits

The impact of the American military establishment upon American society, and the formation of defense strategy and foreign policy. (Formerly HIS 231)

**HIS 333****THE AMERICAN IMMIGRANT**

3 credits

The history of immigration to America and the ethnic impact upon American institutions. (Formerly HIS 233)

**HIS 337****THE BLACK EXPERIENCE IN AMERICA**

3 credits

The main themes in Black history from the African experience to the present, with special attention paid to slavery, protest movements, civil rights, and Black achievement. (Formerly HIS 237)

**HIS 341****RUSSIAN-AMERICAN DIPLOMATIC HISTORY**

3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

**HIS 342****HISTORY OF THE WESTWARD MOVEMENT IN AMERICA**

3 credits

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West. (Formerly HIS 242)

**HIS 347****PRESIDENTIAL POLITICS; ROOSEVELT TO REAGAN**

3 credits

Historical analysis of presidential campaigns from 1900-1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities. (Formerly HIS 247)

**HIS 402****THE AMERICAN REVOLUTION**

3 credits

An intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements. (Formerly HIS 302)

**HIS 413****JEFFERSONIAN-JACKSONIAN DEMOCRACY**

3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 313)

**HIS 415****THE AMERICAN CIVIL WAR**

3 credits

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox. (Formerly HIS 315)

**HIS 425****AMERICA AS A WORLD POWER, 1939-PRESENT**

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents. (Formerly HIS 325)

**HIS 429****THE EMERGENCE OF MODERN AMERICA, 1877-1913**

3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization. (Formerly HIS 329)

**HIS 447****THE UNITED STATES IN THE PACIFIC BASIN**

3 credits

The interrelationship of the United States and the East Asian world in the modern period.

**Area II****European History****HIS 310****EUROPE TO 1400**

3 credits

Traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

**HIS 311****EUROPE FROM 1400 TO PRESENT**

3 credits

Surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

**HIS 325****IMPERIALISM IN THE MODERN WORLD**

3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century.

(Formerly HIS 225)

**HIS 328****WOMEN AND HISTORY**

3 credits

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century.

Particular attention to the explanations of changed status in successive historical eras; e.g., The Greeks, The Romans, etc. (Formerly HIS 228)

**HIS 335****GREEK CIVILIZATION**

3 credits

A survey that stresses the development of Greek civilization until the death of Alexander the Great.

(Formerly HIS 235)

**HIS 336****THE ROMAN EMPIRE**

3 credits

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D. (Formerly HIS 236)

**HIS 338****THE EARLY MIDDLE AGES**

3 credits

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures. (Formerly HIS 238)

**HIS 339****THE LATER MIDDLE AGES**

3 credits

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe. (Formerly HIS 239)

**HIS 343****MODERN EUROPE TO 1870: THE AGE OF REVOLUTIONS**

3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power.

(Formerly HIS 241)

**HIS 345****MODERN EUROPE SINCE 1870: THE AGE OF VIOLENCE**

3 credits

A detailed survey of Europe in the last hundred years.

(Formerly HIS 242)

**HIS 348****SLAVIC AND EASTERN EUROPEAN HISTORY**

3 credits

An examination of the rise of Slavic civilization and the present problems of Eastern Europe. (Formerly HIS 248)

**HIS 440****MODERN IRELAND**

3 credits

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845. (Formerly HIS 340)

**HIS 452****THE SOVIET UNION**

3 credits

A survey of Soviet Russia's evolution from its beginning in 1917 to the present.

**HIS 458****RECENT BRITAIN: EMPIRE TO WELFARE STATE**

3 credits

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life. (Formerly HIS 358)

**Area III****Non-Western History****HIS 303****ASIA, AFRICA, AND THE AMERICAS: 1920 TO PRESENT**

3 credits

Traces the beginnings of the breakdown of Western colonialism after World War I, and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the "Third World," the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects for the new century.

**HIS 307****LATIN AMERICA THE COLONIAL PERIOD**

3 credits

A survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America. (Formerly HIS 231)

**HIS 308****LATIN AMERICA IN REVOLUTION**

3 credits

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America. (Formerly HIS 232)

**HIS 325****IMPERIALISM IN THE MODERN WORLD**

3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century. (Formerly HIS 225)

**HIS 344****TOPICS IN AFRICAN HISTORY**

3 credits

An account of the empires, tribes, and development of Africa from earliest times to the present. (Formerly HIS 244)

**HIS 346**

EAST ASIA IN THE MODERN WORLD

3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence. (Formerly HIS 246)

**HIS 370-470**SPECIAL TOPICS IN  
THIRD WORLD AREAS

3 credits

Central America, the Middle East, China, India, etc.

**OTHER COURSES**

Depending on the specific topic, these courses can be taken for either Area I, II, or III.

**HIS 340**

TOPICS IN MODERN HISTORY

3 credits

An examination of selected topics illustrating the political, social, and cultural history of the modern world.

**HIS 460**

DIRECTED READINGS

3 credits

Readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

**HIS 480-485**

SEMINARS

3-6 credits

Methodology and historiography; bibliographical essay required.

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**Humanities**


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**Humanities 100****Readings: The Humanities**

1 credit

Independent reading of important books in literature, history or the social sciences. No regular class meetings. Essay examination or final research paper for Pass-Fail grade.

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**Information Technology**


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Course listings under Mathematics & Computer Science

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**Mathematics and Computer Science**


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Department Chair

Linda J. Elliott

**B.A. IN COMPUTER SCIENCE**

(18 COURSES)

CSC 157\*, 162, 264, 265, 480, 481, and six additional upper division Computer Science courses with at least three from CSC 352, 354, 362, or 457 (Note: with the approval of the department Chair, upper division CSIT courses may be used.); MTH 140, 240; PHY 201; three additional approved Business courses.

**B.S. IN INFORMATION TECHNOLOGY**

(17 COURSES)

CSIT 136, 362, 365, 382, 392, 447, 461; CSC 157, 264, 265, 352, 360 and two additional upper division IT or Computer Science courses; MTH 140; PHY 201, 202.

\*There are prerequisites for CSC 157. Completion of CSC 157 satisfies the Powers (Numbers) requirement.

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**Mathematics**


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**MTH 101 (F)**

INTERMEDIATE ALGEBRA

3 credits

Algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; systems of linear equations. NOTE: Not to be taken to fulfill major requirements. Students who have other college credits in Mathematics must obtain permission of the department Chair to enroll in this course.

**MTH 114**

APPLIED BUSINESS CALCULUS

4 credits

Introduction to functions and modeling; differentiation and integration of one-variable functions. There will be a particular focus on mathematical modeling and business applications. Applications include: break-even analysis; compound interest; elasticity; inventory and lot size; income streams; supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-83 graphing calculator is required.

Prerequisites: CSC 151; successful score on placement exam or MTH 101.

**MTH 117**SINGLE-VARIABLE CALCULUS:  
A MODELING APPROACH

3 credits

Differentiation and integration of single-variable functions. All topics will be motivated by real-life examples. A TI 83 graphing calculator is required.

**MTH 118**MULTI-VARIABLE CALCULUS AND  
MATRIX THEORY

3 credits

This is a continuation of MTH 117. Multi-variable functions and their optimization; elementary matrix algebra; optimization of a system of linear equations with constraints; the simplex method; an introduction to elementary probability. A TI 83 graphing calculator is required. Prerequisite: MTH 117 and CSC 151 (which may be taken concurrently).

**MTH 140**

DISCRETE MATHEMATICS

3 credits

Propositional logic, Boolean algebra, DeMorgan's Laws, and Karnaugh maps; sets; basic properties of integers; matrix operations; permutations, combinations, and elementary probability and statistics; functions; relations; and equivalence relations; partial orderings.



**MTH 150****MATHEMATICS: MYTHS AND REALITIES**

3 credits/Powers

Overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen; logical reasoning, uses & abuses of percentages, interpreting statistical studies & graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and healthcare, lotteries and games of chance, and financial mathematics.

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**Computer Science**


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**CSC 151****INTRODUCTION TO COMPUTING USING PACKAGES**

3 credits/Powers

Survey of computers and computer systems; problem solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151 and CSIT 136.

**CSC 157****COMPUTING AND PROBLEM SOLVING**

4 credits

Development of computer problem solving techniques and algorithms. Introduction to an object-oriented-programming language; control structures; data structures. Three hours of lecture and two hours of laboratory per week. Prerequisites: CSIT 136 or CSC 152 or demonstrated programming ability.

**CSC 162****INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS**

4 credits

Continuation of CSC 157 using an object-oriented programming lan-

guage and design methodologies.

Abstract data types including lists, stacks, queues, and binary trees.

Recursive techniques, searching and sorting algorithms. Three hours of lecture and two hours of laboratory per week.

Prerequisite: CSC 157

**CSC 264****DATA BASE MANAGEMENT SYSTEMS**

3 credits

Components of data base systems, data base models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed data-bases, social and ethical concerns. Implementation of case studies using a relational DBMS.

Prerequisite: CSC 162 or permission of the department Chair.

**CSC 265****PC APPLICATIONS**

3 credits

Object-oriented and event-driven Visual Basic programming; stand-alone projects; automation of various software packages including word processors and spreadsheets.

Prerequisite: CSC 157

**CSC 352****COMPUTERS, ETHICS, AND SOCIAL VALUES**

3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the September 11th attack; ethics; effects of computers on work and society; responsibilities and risks of computing. Prerequisite: CSC 264 or CSC 362.

**CSC 354****DATA STRUCTURES**

3 credits

An object-oriented approach to a variety of data structures, together with their classic algorithms, run-time cost, and applications; stacks, queues, priority queues, trees; hash tables; graphs; recursion; searching and sorting. Prerequisite: CSC 162.

**CSC 360****INTERNSHIP**

3-6 credits

Prerequisite: Permission of department Chair

**CSC 362****COMMUNICATION NETWORKS AND COOPERATIVE PROCESSING**

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Student projects may include LAN design and administration.

Prerequisite: CSC 157. Credit will not be given for both CSC 362 and CSIT 362.

**CSC 370, 371, 372, 373, 374, 375, 376, 377****SELECTED TOPICS IN COMPUTER SCIENCE**

3 credits

An introduction to specialized areas of computer science. The topics will vary from term to term.

Prerequisite: Junior Computer Science Standing.

**CSC 453****COMPUTER GRAPHICS**

3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation. Graphical methods for forming various geometric figures (e.g., lines, circles, polygons). Representations of two- and three-dimensional objects.

Other topics include: transformations, windows and clipping, hidden line/surface removal.

Prerequisite: CSC 354.

**CSC 456****ARTIFICIAL INTELLIGENCE**

3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI in practice: game playing, expert, nat-

ural language understanding, learning, perceiving, and robotic systems.

Prerequisite: CSC 264 and CSC 265.

### **CSC 457**

#### **OPERATING SYSTEMS**

3 credits

Principles and concepts of process and resource management in operating systems. I/O programming; interrupt mechanism; memory management; processor management; scheduler; traffic controller; device management; and information management and file systems. (Note: Credit will not be given for both CSIT 447 and CSC 457.)

Prerequisite: Advanced Standing in CSC

### **CSC 470, 471, 472, 473**

#### **SELECTED TOPICS IN COMPUTER SCIENCE**

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term.

Prerequisite: Senior Computer Science Standing.

### **CSC 480**

#### **PROJECT DESIGN**

3 credits

Basic concepts and major issues of project design using a software engineering approach; project planning; cost estimation; requirements definition. Requires a team project to design a software system.

Prerequisite: Senior Computer Science standing

### **CSC 481**

#### **PROJECT IMPLEMENTATION**

3 credits

A continuation of CSC 480; Implementation issues; programming language features; validation techniques; software maintenance. Requires a team project to develop, document, test, and maintain a software system.

Prerequisite: CSC 480

## **Information Technology**

### **CSIT 136**

#### **INTRODUCTION TO INFORMATION TECHNOLOGY**

3 credits/Powers

Hardware and software components of a computing system; Internet, including electronic mail and the World Wide Web; introductory network concepts including internets and intranets; hands-on hardware; introductory operating system concepts; help desk software and concepts including tracking algorithms; computing ethics and social issues; licensing agreements (privileges and constraints); maintenance agreements. Credit will be given for only one of CSIT 136 and CSC 151.

### **CSIT 360**

#### **INTERNSHIP**

3-6 credits

Prerequisite: Permission of department Chair

### **CSIT 362**

#### **COMMUNICATION NETWORKS AND COOPERATIVE PROCESSING**

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Note: Credit will not be given for both CSC 362 and CSIT 362. Prerequisite: Advanced Standing. Note: Credit will not be given for both CSC 362 and CSIT 362.

### **CSIT 365**

#### **CLIENT SUPPORT**

3 credits

Historical context of technical support and the components of a help desk; cost analyses, tools and technologies and their evaluation; performance metrics; software and hardware installation and support. One hour lecture and two hours laboratory per week.

Prerequisite: CSIT 362

### **CSIT 370, 371, 372, 373**

#### **SELECTED TOPICS IN INFORMATION TECHNOLOGY**

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term.

Prerequisite: Advanced Standing

### **CSIT 382**

#### **LANs AND NETWORK ADMINISTRATION**

3 credits

A practical approach to network administration methodology using current technologies: network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week.

Prerequisite: CSIT 362

### **CSIT 392**

#### **E-COLLABORATION**

3 credits

Study of the technical design of groupware systems, shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week.

Prerequisite: CSIT 362

### **CSIT 447**

#### **APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS**

3 credits

Principles and concepts of process, task, and resource management including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems. Major trends in the networking of systems including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 447 and CSC 457.)

Prerequisite: CSIT 362

**CSIT 461****TELECOMMUNICATIONS  
AND TELEPHONY**

3 credits

Telephone network architecture; telephone hardware; local loop; numbering scheme; carriers; lines and trunks; PBX and Centrex; CTI; traffic engineering; cellular technology; telephone standards and regulation; cable and multimedia networks; frame-relay, ISDN, ATM, SONET; messaging; security.

Prerequisite: CSIT 362

## Digital Arts and Multimedia Design (DArt)

**Department Chair**

Margaret McCoe

The Digital Arts and Multimedia Design major is a multidisciplinary program incorporating courses from Computer Science, Communication, English, Fine Arts, and Psychology. The core requirements for the major include twelve courses which provide a foundation for the major program of study. The remaining elective courses are chosen from selected courses in DArt departments or from DArt appropriate courses offered by other departments such as Education or Marketing. A capstone senior seminar will include a portfolio of the work produced during the program. A DArt major also may elect to participate in an internship or co-op to fulfill part of the core requirements.

### B.A. IN DIGITAL ARTS AND MULTIMEDIA DESIGN: (16 COURSES)

Some courses are currently being designed and have not been assigned course numbers within the program. The proposed course titles are included with the department name listing: DArt 101, ART 102, CSD 210, COM 203, ENG 218, ART 220, CSC/IT 362, ENG 330, CSD 340, DArt 430,

Internship/Co-op (DArt) or an additional elective DArt 480, three courses chosen from one block of electives, and one additional free elective within the DArt program:

- Computer Science: CSC 157, 264, 265, 352, Database Applications
- Information Technology: CSC 352, CSIT 365, 382, 392
- English/Authoring: ENG 310, ENG 409, ENG 410
- Marketing: BUS 204, MKT 302, 370, 371, other courses to be determined by the Marketing Department

Conditions for Student acceptance into a DArt Internship/Co-op:

- A cumulative GPA of at least 2.5
- A satisfactory review of student portfolio
- Approval of the DArt program Director

### MINOR IN DIGITAL ARTS AND MULTIMEDIA DESIGN (6 courses)

ART 102, CSD 210, ENG 330, and either ART 220 or CSD 340 and two courses may be selected from the following list (note that the selected courses may not be from the student's major program of study): COM 203, COM 205, CSC 352, ENG 218, ENG 310, ENG 410, MUS 218, MUS 320, BUS 204, MKT 302, MKT 371, DArt 430, Art 212

Special topic courses in the DArt program may be added to the list of electives with the approval of the program director.

**CSD 210****CREATING MULTIMEDIA**

3 credits

The fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive and 3D graphics, animation, digital video and audio); integration into Web publications; standard multimedia formats; multi-

media development tools; Web authoring tools; high-performance Web playback; students will specify, design, and develop Web-based projects. This course does not satisfy computer science major requirements. Prerequisite: CSIT 136, CSC 151, or CSC 152

**CSD 340****WEB SCRIPTING**

3 credits

Creation of dynamic and interactive documents for the Internet; study of the navigator object, the document object, the form object, language object; relationship between HTML and current scripting languages; fundamentals of scripting language design; database concepts required to interact with Web-based documents and the supporting server applications; event-driven interactions; current technology strategies; the future of scripting functions. Prerequisite: ENG 330 or permission of the DArt Director

**DART 101****INTRODUCTION TO DIGITAL ARTS**

3 credits

Critical analysis of interactive media through consideration of aesthetic, psychological, sociological, technical, legal and ethical dimensions of digital communication; the theoretical bases of web page design and other interactive.

**DART 430****ADVANCED AUTHORING**

3 credits

Methods to blend graphics, design, content and multimedia components into a single digital media; methods for merging these components; advanced and emerging technologies involving digital authoring including advanced graphics and multimedia designs, and current technology trends; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340

**DART 480****SENIOR SEMINAR**

3 credits

Digital media issues concerning community, psychology, communication, aesthetic, technical, legal, moral, eth-

ical and marketing; multimedia project management; completion of portfolio.

Prerequisite: DArt 430

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## Music

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Department Chair

Patricia Haberstroh, Ph.D.

### MUS 110

#### JAZZ

3 credits

Jazz from New Orleans Dixieland to contemporary innovations. The evolution of jazz styles and forms, including Dixieland, Ragtime, Boogie-Woogie, Swing, Bop, Cool, Funky, and some recent jazz-rock trends. Live guest performances in class. No prerequisite; recommended as an introductory course for non-music majors.

### MUS 150

#### THE ART OF LISTENING

3 credits/Patterns

An exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

### MUS 203

#### AMERICA'S POP MUSIC

3 credits

Explore American popular music from the turn of the century through the present and learn how the songs were a reflection of the times. Rediscover the magic of the tunes from composers on Tin Pan Alley, Cohan, Gershwin, the King of Swing, Chuck Berry, the Beatles, and beyond. The course will present a history of pop music in America in written text and in aural examples starting with Ragtime and progressing through the beginnings of Heavy Metal.

### MUS 218

#### ELECTRONIC MUSIC I

3 credits

An introduction to the development and application of electronic music

from Pierre Schaeffer to Philip Glass. Analog and FM Digital synthesis will be studied.

### MUS 270

#### SPECIAL TOPICS IN MUSIC

3 credits

Content will vary with each semester.

Prerequisite varies with topic.

### MUS 305

#### THE SYMPHONY

3 credits

An examination of the development of one of the musical world's most widely cultivated forms. The growth of the orchestra and orchestral instruments from simple ensembles of the eighteenth century to the mammoth post-romantic orchestra of the late nineteenth and early twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers. No prerequisite; excellent introductory course for non-music majors.

### MUS 320

#### ELECTRONIC MUSIC II

3 credits

Multi-media processing. Designing, drawing, and digitizing images with computer tools and techniques. Sound and image processing to create multi-media projects on video tape. Prerequisite: MUS 218 or permission of instructor.

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## Organizational Dynamics

Courses listed under Sociology, Social Work, and Criminal Justice

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## Philosophy

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Department Chair

Marc R. Moreau, Ph.D.

### Patterns Courses: PHL 151, PHL 152

### PHL 151

#### THE HUMAN PERSON

3 credits/Patterns

The Nature of the human person is studied from philosophical perspectives that seek to integrate the biological, social, political and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, mortality and immortality, the individual and society, the meaningful and the absurd, human origins and human ends.

### PHL 152

#### MORAL CHOICE

3 credits/Patterns

Classic moral theories are explored for fundamental principles of action and ideals of character that have substantial claims as cogent frameworks for moral choice. Possible topics include the nature of virtue and happiness, principles of social justice, egoism and self-interest theory, moral and cultural relativism, and concepts of moral responsibility. General principles will be applied to concrete moral issues.

### PHL 206

#### SOCIAL AND POLITICAL PHILOSOPHY

3 credits

A critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, the natural and the social sciences.

### PHL 213

#### PHILOSOPHY OF SPORTS

3 credits

Philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement

of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism.

### PHL 222

#### LOVE AND HUMAN SEXUALITY

3 credits

Philosophical exploration of human love and sexuality. Attention given to the connection between the philosophical approach and that of other disciplines. Works by authors such as Plato, Aristotle, Thomas Aquinas, Santayana, Ortega y Gasset and Sartre will be read.

### PHL 223

#### PERSPECTIVES ON DEATH

3 credits

A study of various philosophical strategies for coming to terms with human death using both Western and non-Western sources. Philosophical view of death applied to problems of aging and dying, suicide and euthanasia, mass death, the medical conquest of death and definitions of death. Of particular value for students choosing careers in the health professions.

### PHL 264

#### CRITICAL THINKING

3 credits

Aims at developing the skill of analyzing, interpreting and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments and the recognition of fallacies.

### PHL 265 (F, S)

#### PHILOSOPHY OF ART

3 credits / Patterns 2 or Concentration Option

This is an introductory course to the philosophical study of art (aesthetics). Classical and modern theories are examined including the works of Plato, Aristotle, Plotinus, Kant and Hegel. Contemporary philosophers are also discussed. Special attention is given to the following topics: beauty, aesthetic experience, censorship, art criticism, the moral value of art, art and religion, art and the state (propaganda). Topics are considered

in a contemporary context and students are invited to apply what they learn to current issues and problems in art culture.

Prerequisites: PHL 151 or 152

### PHL 267

#### PHILOSOPHICAL APPROACHES TO GOD

3 credits

A study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience.

### PHL 269

#### WORK AND CULTURE

3 credits

A philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, work and alienation. Usually offered Fall and Spring semesters.

### PHL 303

#### AMERICAN PHILOSOPHY

3 credits

A critical history of thought in North America tracing its gradual transformation from seventeenth century Puritanism to twentieth century pragmatism.



### PHL 306 (F, S)

#### ENVIRONMENTAL PHILOSOPHY

3 credits / Patterns 2 or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. We will consider, among other things, the moral standing of animals as well as other living beings, deep ecology, ecofeminism and social ecology. We will consider what kind of social action is permissible in defense of the environment.

Prerequisites: PHL 151 or PHL 152 or permission of the department chair

### PHL 310

#### EXISTENTIALISM

3 credits

An approach to contemporary phenomenology and existentialism through philosophers such as Husserl, Heidegger, Sartre, and Merleau-Ponty. Topics include: the phenomenological method, human existence as process, meaning vs. absurdity and the overcoming of alienation.

### PHL 313

#### METAPHYSICS

#### (REASON AND REALITY)

3 credits

A study of the ways in which major philosophers have answered questions about the basic nature of reality.

### PHL 323

#### PHILOSOPHY OF SCIENCE

3 credits

The impact of scientific revolutions on observations and rationality in science studied through the writings of Kuhn, Feyerabend, and others. Critical examinations of such concepts in science as scientific method, induction, verification and falsification.

### PHL 325

#### SYMBOLIC LOGIC

3 credits

A study of the following aspects of symbolic logic: truth functional logic, quantificational logic, logic of relations, proofs of adequacy for the systems used, undecidability and incompleteness, the relationship between modern logic and Aristotelian logic.

### PHL 330-336

#### THE GREAT PHILOSOPHERS

3 credits

An in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker and his/her work. Previous thinkers have included Beauvoir, Heidegger, Augustine, and Wittgenstein.

**PHL 350****BUSINESS ETHICS**

3 credits

Business practices evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision making and to ethical problems of consumerism and government control.

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**Psychology**


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**Department Chair**

Margaret D. Watson, Ph.D.

**Required for Major in Psychology**

12 courses

- PSY 155, 310, 311, 325
- Seven electives in Psychology, including two of the following: PSY 410, 415, 420, 425
- MTH 117 or above

**Frameworks Course: PSY 155****PSY 155****INTRODUCTION TO PSYCHOLOGY**

3 credits/Frameworks

This course will provide a general introduction to the discipline of psychology. As such, it serves as the first course for individuals who want to major or minor in psychology, as well as a foundation course for non-majors. Emphasis will be given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

**PSY 205****PERSONALITY**

Dynamics and Adjustment

3 credits

An analysis of the human system, the dynamics of individual behavior and a consideration of resources necessary for effective living as they are related to a better understanding of personal adjustments in healthy persons developing toward maturity.

**PSY 210****DEVELOPMENTAL PSYCHOLOGY**

3 credits

A survey of the development of behavior from birth through adulthood. Aspects of physical, intellectual, motor and personality development considered.

**PSY 215 (F)****AGING: PSYCHOLOGICAL ISSUES**

3 credits

An introduction to the scientific study of aging. Theories, principles and research findings that are of a psychological nature will be studied.

**PSY 220****PSYCHOPATHOLOGY**

3 credits

An introductory course surveying the principal forms of the major and minor mental disorders, with emphasis on the causes, symptoms, course and treatment. An analysis of the overall problem of mental illness and a study of certain borderline personality and behavioral patterns and forms of psychological deviation.

**PSY 225****SOCIAL PSYCHOLOGY**

3 credits

A study of the facts and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

**PSY 230****INDUSTRIAL PSYCHOLOGY**

3 credits

A study of those psychological principles, methods and techniques which are especially relevant to an understanding of human relations and efficiency in business and industry.

**PSY 240****EFFECTIVE COMMUNICATION**

3 credits

A deepening understanding of, and personal growth experiences in the art of interpersonal communication. Attention given to listening and empathy, discussions and decision making, confrontation and conflict management, attitudinal systems and Gestalt, verbal and non-verbal com-

munication, creative goal-setting, individual and social growth.

**PSY 310****STATISTICS I**

3 credits

An introduction to statistics, emphasizing such descriptive measures as central tendency, variability and correlation.

Prerequisite: PSY 155 and MTH 117 or above

**PSY 311****STATISTICS II**

3 credits

An intermediate course in inferential statistics, emphasizing such techniques as the analysis of variance and t-tests.

Prerequisite: PSY 310

**PSY 325****RESEARCH METHODOLOGY**

3 credits

The nature of scientific research methodology; emphasis on critical reading and evaluating reports of studies and research; development of skill in writing review papers; utilization of research literature in the behavioral sciences; data analysis and critiques of extant research.

Prerequisites: PSY 155 and 311

**PSY 340****PSYCHOLOGICAL ASSESSMENT**

3 credits

The selection, administration and interpretation of psychological tests used in the measurement of aptitudes, achievement, interests and personality. (Formerly PSY 340 Tests and Measurements)

Prerequisite: PSY 310

**PSY 350****COUNSELING THEORIES AND PRINCIPLES**

3 credits

Theories and principles of the counseling process; the dynamics of human change; the objectives, work and continuing problems of counseling.

Prerequisite: PSY 155

**PSY 360****READINGS IN PSYCHOLOGY**

3 credits

Readings from basic books and periodicals having relevance for the

broad field of psychology; assignments discussed in seminar fashion at one meeting each week.

**PSY 410**  
THEORIES OF LEARNING

3 credits

An analysis of the principal theories of learning in light of recent experiments in animal and human learning.

Prerequisite: PSY 155

**PSY 415**  
COGNITIVE PSYCHOLOGY

3 credits

A systematic study of the research and theories developed to explain human memory, language, thinking, and consciousness.

Prerequisite: PSY 155

**PSY 420**  
PHYSIOLOGICAL PSYCHOLOGY

3 credits

An introduction to the neurological and endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory.

Prerequisite: PSY 155

**PSY 425**  
THEORIES OF PERSONALITY

3 credits

A systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement.

Prerequisite: PSY 155

**PSY 270, 271, 370, 371, 470, 471**  
SPECIAL TOPICS IN PSYCHOLOGY

3-6 credits

Content will vary each semester and will cover such topics as family psychology, alcoholism and drug addiction, prejudice, mob action, and attitude change.

Prerequisite varies with the topic.

## Public Administration

Department Chair  
Elizabeth Paulin, Ph.D.

The Public Administration major is offered by the Political Science Department.

Required for Major in Public Administration: 13 courses

- POL 151, 215, 260, 301, 302, 480, 481
- One additional course in American Government (from 303, 304, 305, 310, 311, 314)
- ECN 150, 201, 213
- BUS 101, 207

**Powers Course: 213**

**Frameworks Course: 151**

**POL 151**  
PRINCIPLES OF AMERICAN GOVERNMENT

3 credits/Frameworks

This course provides an overview of the principles, institutions, and decision-making processes of American government. It focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed.

Required of all Public Administration majors.

**POL 215**  
PUBLIC ADMINISTRATION

3 credits

An introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making. Required of all Public Administration majors.

**POL 260**

SURVEY OF POLITICAL THOUGHT  
3 credits

An analysis of major political writers from Plato to the present. Emphasis on each author's concept of the state, its function and end, and his solution to the problem of the reconciliation of the common good with individual freedom. Required of all Public Administration majors.

**POL 301**

STATE AND LOCAL GOVERNMENT  
3 credits

A study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization and functions. Required of all Public Administration majors.

**POL 302**

AMERICAN CONSTITUTIONAL LAW I

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, the commerce and fiscal clauses of the Constitution. Required of all Public Administration majors.

**POL 303**

AMERICAN CONSTITUTIONAL LAW II

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, equal protection and political rights. Prerequisite: POL 302 is strongly recommended

**POL 304****CONGRESS AND THE LEGISLATIVE PROCESS**

3 credits

The role of Congress in the legislative process; its internal operations and external political relations, especially with the President.

Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

**POL 305****THE PRESIDENT AND THE EXECUTIVE BRANCH**

3 credits

An examination of the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of Presidential elections, the institution of the Presidency, Presidential-Congressional relations, and the limits of Presidential power.

**POL 310****POLITICAL PARTIES AND ELECTIONS**

3 credits

A view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

**POL 311****WOMEN IN POLITICS**

3 credits

An introduction to the history and issues associated with the movement for women's political equality.

Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

**POL 314****MASS MEDIA AND POLITICS**

3 credits

An examination of the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

**POL 480****SEMINAR I**

3 credits

Study of methods of research and scholarly writing. Directed research and reports on individual assignments. Required of all Public Administration majors.

**POL 481****SEMINAR II**

3 credits

Supervised research and writing on major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Required of all Public Administration majors.

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## Religion

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**Department Chair**

Geoffrey B. Kelly, S.T.D.

Required for Major in Religion 13 courses

- One from either Religion 150 or 153
- Eleven Religion electives, including at least one Bible course and at least one course in a non-Christian religion.
- Religion 400

Religion majors may choose the major program as described above.

Note: All upper division courses qualify for Pathway status.

**Patterns Courses: 150, 153****REL 150****THE CHRISTIAN TRADITION**

3 credits/Patterns I

A survey of the complex development of Christianity from a small, Jewish apocalyptic movement to a diverse, 21st century world religion. As such it is an introduction to the varieties of Christianity – Catholic, Orthodox, and Protestant – and is taught from an ecumenical perspective. As a multidisciplinary course, it shows how Christianity both shapes and is shaped by its ambient cultures. Five core topics will be addressed: 1) Jesus and the New Testament Traditions (at least one

canonical Gospel, a letter of Paul, and a selection of writings from the Apostolic Fathers); 2) Christology – ancient (early ecumenical councils, the Trinity, the Incarnation, Mariology) and modern (spirituality); 3) Church History (the rise of “eastern” and “western” Christian tradition, the “great Schism,” the Reformation and the two Vatican Councils); 4) Worship (e.g., baptism, the Lord’s Supper/Eucharist, liturgy); and 5) Contemporary Issues (Social Justice, Ethics, Morality, Interfaith Relations, Modernity).

**REL 153****THE DYNAMICS OF RELIGION**

3 credits / Patterns I

A study of religion, designed to acquaint the student with such typical patterns of human religious expression as myth, symbol, and ritual, as well as with typical ideas of God and gods, conceptions of death and salvation, and notions of the sacred and the profane. It is also designed to show the student how religion functions at both the social and personal dimensions of human life: personally, by helping individuals make sense of their lives in the face of meaningless suffering and death; socially, by articulation shared values and patterns of meaning, by criticizing injustice, and by generally motivating people to work for the common good.

**REL 210****THE HEBREW BIBLE/ OLD TESTAMENT**

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.



**REL 211**

## THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration  
Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

**REL 212**

## THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration  
Option

A study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East, and its unique development in Israel in connection with the theological message of the biblical prophets.

**REL 214**

## THE GOSPELS

3 credits/Patterns 2 or Concentration  
Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The three most similar, Mark, Matthew, and Luke, the synoptic gospels, will be studied first. We will give special attention to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

**REL 220**

## CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration  
Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the late 20th century. Catholicism

will be studied in light of the history of the issues and current theological thought.

**REL 223**

## ISSUES IN CHRISTOLOGY:

## JESUS AND HIS ACHIEVEMENTS

3 credits/Patterns 2 or Concentration  
Option

This course studies the person, mission, and achievement of Jesus in the New Testament. Post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

**REL 225**

## THE SACRAMENTS

3 credits/Patterns 2 or Concentration  
Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course includes an examination of some of the problems of contemporary sacramental theology.

**REL 226**

## WORSHIP, ART, AND LIFE

3 credits/Patterns 2 or Concentration  
Option

A study of the shape and practice of Christian worship, especially the Sunday service of the Western churches. Worship is seen as a blending of "art" and "life." This course attends to both symbol and ritual, to the historical development of the Sunday eucharist, and to current liturgical reforms.

**REL 231**

## BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST

3 credits/Patterns 2 or Concentration  
Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to

other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

**REL 232**

## JUDAISM, ISLAM AND OTHER RELIGIONS FROM THE NEAR EAST

3 credits/Patterns 2 or Concentration  
Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam, the background and development of the Qur'an, Muslim traditions and values as well as the inner tensions, contemporary movements, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (Coptic, Syrian, etc.) Zoroastrianism or Ba'h'ai, or to other aspects of the religious life of Israel, North Africa, and the Middle East.

**REL 240**

## CONTEMPORARY RELIGIOUS THOUGHT

3 credits/Patterns 2 or Concentration  
Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

**REL 241**

## WOMEN AND WESTERN RELIGION

3 credits/Patterns 2 or Concentration  
Option

An examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spirituali-

ties outside the mainstream tradition.

### REL 243

#### RELIGION AND CONTEMPORARY LITERATURE

3 credits/Patterns 2 or Concentration Option

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. This course is cross listed with ENG 243.

### REL 244



#### RELIGION IN AMERICA

3 credits/Patterns 2 or Concentration Option

A study of the origins of the American character, the myths that have formed it, and the contemporary religious roots of cultural and political conflict. After examining Puritanism, Evangelicalism, and the secular Enlightenment, the course studies religious "outsiders:" Mormons, Catholics, Jews, Muslims, Hindus, Buddhism, etc. who have caused a redefinition of what was once considered a Protestant Christian State. Emphasis is given to the current debates about America's future, the culture wars that are occurring as the nation polarizes itself into liberal and conservative camps, and the hopes and fears which accompany its entry into a new Millennium.

### REL 250



#### CONTEMPORARY MORAL ISSUES

3 credits/Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: War. Racism. Social Justice, Sexual Conduct. Abortion. Euthanasia. Women's Rights. Capital Punishment, as these relate to Catholic/Christian theological principles.

### REL 251

#### PEACE, JUSTICE AND THE CHRISTIAN TRADITION

3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

### REL 315

#### ST. PAUL

3 credits/Patterns 2 or Concentration Option

A study of the thirteen New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and Women, and primitive Christianity as described in his letters.

### REL 316

#### THE BIBLE AND WOMEN

3 credits/Patterns 2 or Concentration Option

A select survey of "women" in the Hebrew Bible (Old Testament) and New Testament. This course examines biblical stories about women, biblical attitudes about femaleness, women's religious and social roles in their respective historical settings, and recent feminist biblical interpretation.

### REL 345



#### RELIGION IN PHILADELPHIA

3 credits/Patterns 2 or Concentration Option

A study of the religious history of Philadelphia from the Lenape to the present, as a way to examine the contemporary religious situation in the United States. Readings are taken from historical primary as well as secondary sources. Students will visit religious sites and contemporary worship services.

### REL 352

#### BIOMEDICAL PROBLEMS

3 credits/Patterns 2 or Concentration Option

This course offers a survey and analysis of the problems arising in the wake of new biomedical technologies and of the world views which govern the types of ethical decisions made in light of them. Problems related to the care of the dying, defective newborns, abortion, genetic diseases, the just conduct of research, informed consent, surrogate parenthood, etc. The course also thoroughly examines the politics of health care delivery and asks the basic question whether medical care is really health care. No previous knowledge of biology or medical issues required.

### REL 353



#### SOCIAL JUSTICE AND COMMUNITY SERVICE

3 credits/Patterns 2 or Concentration Option

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, discussion, and a 15 hour service project, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the clause of social justice.

### REL 354

#### SEXUALITY, MARRIAGE, AND PARENTING

3 credits/Patterns 2 or Concentration Option

A practical and realistic approach to sexuality, marriage, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender

differences, divorce, the meanings of love, holistic and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle age, nurturing and celebrating the creative venture of becoming a family.

### REL 270, 271, 370, 371, 470

#### SPECIAL TOPICS IN RELIGION

3 credits

Content of course will be announced whenever it is offered.

### REL 400

#### MAJORS COLLOQUIUM

3 credits/Patterns 2 or Concentration

Option

An introduction to scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with the instructor. Required of all religion majors; open to others approved by Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

## Sociology, Social Work, and Criminal Justice

Department Chair

Finn Hornum, M.A.

## Sociology

Program Director

Francis Tri Nguyen, F.S.C., Ph.D.

Required for Major in Sociology  
12 courses

### General Sociology

#### Sociology Core: (6 courses)

- SOC 150, 301-302, 310, 480-481

#### Focus Areas: (3 courses or more)

- General Studies: any 4 sociology courses above the 230 level

- Social Planning and Public Policy: SOC 201, 237, 238, 240, 265, 309
- Community Development in a Pluralistic Society: SOC 240, 231, 260, 262, 305, 312
- Work and the Global Economy: SOC 233, 240, 263, 265, 306, 308, ECN 330
- Law and Society: CRJ 220, 221, 325, 385; SOC 240, 265, 309

Students completing any of the five focus areas are strongly advised to engage in relevant public, community, business or corporate activities through SOC 240: Sociological Practice.

#### Electives: (3 courses)

- Three courses in sociology, social work or criminal justice, at least one of which must come from the following list of courses: SOC 260, 262, 265, 308, CRJ 387.

#### Dual Major:

Individual program to be worked out in consultation with Sociology program director.

### Frameworks Course: SOC 150

#### SOC 150

##### PRINCIPLES OF SOCIOLOGY

3 credits/Frameworks

An introduction to the structure and functioning of society with emphasis on American society but with cross cultural comparisons. Theoretical concepts, empirical findings, and research methods are stressed.

#### SOC 201

##### SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

### SOC 231



#### LOVE, MARRIAGE AND PARENTING

3 credits

Examines myths, trends and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death and trying again.

### SOC 233



#### SOCIOLOGY OF WORK

3 credits

An analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction and the impact of bureaucratization. Special attention to occupational subcultures such as law, medicine, public service, the military and education.

### SOC 237



#### CITIES: CONFLICT AND CHANGE

3 credits

A study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning and the effects of national and international economic forces on cities in developing and industrial nations.

### SOC 238



#### ENVIRONMENT AND SOCIETY

3 credits

An analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

### SOC 240

#### SOCIOLOGICAL PRACTICE

3 credits

Sociological practice, through internships, provides opportunities to undertake on-site, academically structured learning experiences in work settings related to student's career interests and academic programs. Prerequisite: Junior or Senior status, GPA greater than 2.50, and permission of the internship coordinator

**SOC 260****SEX, POWER, AND SOCIALIZATION**

3 credits

Exploration of male and female gender roles in the contemporary United States. Examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the work place. Special attention to the effects of class and race on gender role formation.

**SOC 262****DYNAMICS OF DIVERSITY**

3 credits

An analysis of the dynamics of race and ethnic relations and of the intersection of race, class, and gender in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity. (Formerly SOC 262 Discrimination and Diversity)

**SOC 263****ANTHROPOLOGY**

3 credits

Explores the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world and the impact of these cultures and societies on one another.

**SOC 265****SOCIOLOGY OF LAW**

3 credits

Analyzes the law and social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

**SOC 270, 370, 470****SPECIAL TOPICS IN SOCIOLOGY**

3 credits

Designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, the sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

**SOC 301****SOCIAL STATISTICS, I**

3 credits

An introduction to such descriptive statistics as central tendency measures, variability, correlation and regression. Analysis of cross-tabulated data will be facilitated through the use of computer software programs. No prior knowledge of computers assumed

**SOC 302****SOCIAL STATISTICS, II**

3 credits

Basically a course in inferential statistics beginning with a discussion of probability, binomial distributions and normality. Both parametric and non-parametric statistics covered. Continued use of computer technology in the analysis of survey research results as well as those collected using qualitative methodologies. Prerequisite: SOC 301

**SOC 305****SOCIETY AND THE INDIVIDUAL**

3 credits

The study of the influence of society and culture as mediated by the social group, on the social, cultural and personal behavior of the individual. Prerequisite: SOC 150

**SOC 306****MODERN ORGANIZATIONS AND EFFECTIVENESS**

3 credits

Examines organizational theory and analyzes modern organizational structures, processes, environments, culture, innovation, effectiveness, and change in the twenty-first century.

**SOC 308****CLASS, STATUS, AND POWER**

3 credits

Analyzes and compares economic, social and political inequalities and/or social mobility in developing and developed societies using the functionalist and social conflict theories, including the world systems theories. Prerequisite: SOC 150, or permission of instructor

**SOC 309****HEALTH, HEALING, AND HEALTH CARE**

3 credits

Introduces students to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health care providers and their patients with special attention to alternative health care healers and to bioethics. Analyzes the health care systems in the United States and in some developed and developing countries.

**SOC 310****SOCIAL THEORY**

3 credits

The course presents a survey of major classical and contemporary social theories with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150

**SOC 312****SOCIAL CHANGE AND SOCIAL MOVEMENTS**

3 credits

An examination of the dynamics of social change and of specific social movements, such as the environmental justice movement, the civil rights movement, the women's movement, the health movement, and so forth.

**SOC 480****RESEARCH SEMINAR, I**

3 credits

Overview of both quantitative and qualitative research methodology. Research data collection methods such as questionnaire design, interviewing and participation observation are discussed. Topics include the ethics of human experimentation and evaluation techniques. Identical with CRJ 480.

**SOC 481****RESEARCH SEMINAR, II**

3 credits

Original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 480 or CRJ 480.

## ORGANIZATIONAL DYNAMICS ACCELERATED DEGREE COMPLETION PROGRAM

**Program Director**  
Judith C. Stull, Ph.D.

Required for Major in Organizational Dynamics: 19 courses (including 5 core requirements)

- ORD 201 and 401
- BUS 101, BUS 203, BUS 204, BUS 205, BUS 206
- SOC 301 or ECN 213 or PSY 310 (see Core)
- ENG 303 or ENG 409
- COM 150 (see Core)
- CSC 151 (see Core)
- ECN 150 (see Core)
- ECN 201
- ECN 340 or similar
- PSY 230
- SOC 150 (see Core)
- SOC 306
- Two controlled electives

### ORD 201 INTRODUCTION TO ORGANIZATIONAL DYNAMICS

3 credits

Introduction to the interdisciplinary field of organizational dynamics providing the framework within which other course in major will fit; issues of diversity, leadership, and community will be covered as well as the micro and macro aspects of organizations.

### ORD 401 SEMINAR

3 credits

Senior capstone course designed to integrate skills and content covered in earlier courses; students will actualize organizational theory and research within context of group project building upon their interests, skills and specializations; larger social issues such as diversity, and development of leadership styles will be addressed; students will be expected to exhibit writing, data analysis, presentation skills, and case study analysis.

## Social Work

**Program Director**  
Bonni H. Zetick, Ph.D.

Required for Major in Social Work  
22 courses

Council on Social Work Education  
Accredited Baccalaureate Program

SWK 160, 280, 281, 330-331, 340-341, 351, 381, 440-441, 480-481, 495; PSY 155; POL 151; BIO 158; SOC 150, 262, 301, 2 Social Work electives.

### SWK 160 INTRODUCTION TO SOCIAL WORK

3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, diversity of populations at risk in society, and of the social service delivery system will be provided. This course includes a 40-hour community service component.

### SWK 240 RELATIONSHIPS AND SEXUALITY

3 credits

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course will examine human sexuality from a bio-psycho-social perspective within a developmental framework. The student will have an opportunity to examine and clarify personal and societal values regarding human sexuality, to assess the relationship between personal and professional social work values, and to develop fundamental skills for social work practice with issues of relationships and sexuality.

### SWK 270, 370, 470 SPECIAL TOPICS

3 credits

Designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, and drug and alcohol intervention, and social and economic jus-

tice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

### SWK 280 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual and cultural components. Prerequisites or concurrent with SOC 150, PSY 155, POL 151, BIO 158.

### SWK 281 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems will be emphasized.  
Prerequisite: SWK 280

### SWK 330 SOCIAL WELFARE POLICY I

3 credits

This course provides a historical examination of the development of the social welfare system in the United States, and societal values as they impact on policy formulation and implementation.

### SWK 331 SOCIAL WELFARE POLICY II

3 credits

This course explores contemporary social welfare policy in the United States including income supports, health, aging, child welfare, mental health, and family policy. The role of political process in policy formulation and the impact of social welfare policies on diverse populations and populations at risk will be examined.  
Prerequisite: SWK 330

**SWK 340**PREPARATION FOR  
PROFESSIONAL PRACTICE

3 credits

This course is designed to prepare the student for the practicum in social work. Provides an examination of theories that inform Social Work practice and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship.

Prerequisite: SWK 160

**SWK 341**GENERALIST SOCIAL WORK  
PRACTICE I

3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the process of assessment in generalist social work practice. Skills are developed in initiating the social work relationship, assessing client strengths and challenges, and constructing action plans.

Prerequisites: SWK 280, 340. Taken concurrently with SWK 381. Open to Social Work Majors only.

**SWK 350**

## LOSS AND GRIEF

3 credits

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

**SWK 365**SOCIAL WORK RESEARCH  
METHODS

(Formerly SWK 430)

3 credits

This course prepares the student to understand and apply the research process, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative research methodology, including single subject design. The role of social work values and ethics in research is addressed.

Prerequisite or concurrent with SOC 301

**SWK 381**

## PROFESSIONAL PRACTICUM I

3 credits

This course provides an introduction to agency practice. The student will spend two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided. Taken concurrently with SWK 341. Open to SWK majors only.

**SWK 440**GENERALIST SOCIAL WORK  
PRACTICE II

3 credits

This course focuses on social work intervention with individuals and families. It provides an investigation of and skill development in direct intervention strategies for effective generalist social work practice.

Prerequisites: SWK 340, SWK 341. Taken concurrently with SWK 480. Open to Social Work Majors only.

**SWK 441**GENERALIST SOCIAL WORK  
PRACTICE III

3 credits

This course focuses on intervention with groups, organizations, and communities. The course provides an investigation of and skill development in mezzo and macro intervention strategies for effective generalist social work practice.

Prerequisite: SWK 440, SWK 480. Taken concurrently with SWK 481. Open to Social Work Majors only.

**SWK 480**

## PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice. Taken concurrently with SWK 440. Open to Social Work Majors only.

**SWK 481**

## PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in

which the student integrates the social work theory, skills, and values that he or she is learning in the classroom. Taken concurrently with SWK 441. Open to Social Work Majors only.

**SWK 495**PROFESSIONAL CONSIDERATIONS  
IN SOCIAL WORK

3 credits

This course strengthens the student's emerging identity with the social work profession. Students have the opportunity to integrate the professional foundation, particularly emphasizing social work values and ethics.

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## Criminal Justice

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**Program Director**

Finn Hornum, M.A.

Required for Major in Criminal Justice:

17 courses

Criminal Justice 221, 222, 324, 325, 326, 385, 480, 487, 488, SOC 150, 301-302, and one of the following: SOC 260, 262, or 308; CHM 152; PHL 152; POL 151 or 301; PSY 220.

**CRJ 220**

## JUVENILE DELINQUENCY

3 credits

Juvenile delinquency in comparative-historical perspective; study of the nature, magnitude and social location of the problem of youth crime; analysis of causal theories; overview of programs aimed at delinquency prevention and control.

**CRJ 221**

## CRIME AND ITS CAUSES

3 credits

A study of the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of the criminal law, criminal behavior systems.

**CRJ 222**INTRODUCTION TO  
CRIMINAL JUSTICE

3 credits

A consideration of law enforcement, the administration of justice and the punishment and treatment of criminals. A survey of the sociological and social psychological processes affecting the criminal justice system.

Topics include: the police function, crime prevention programs, the prosecutorial and defense functions, judicial administration and decision-making, institutional and community-based corrections, probation and parole.

**CRJ 223**

## CRIMINAL LAW

3 credits

Designed to expose the student to the basic concepts and legal and sociological issues in criminal law: foundations of the law; legal elements of crime—both in general and specific offenses; legal requirements for defenses and differing theories of punishment. The Pennsylvania Crimes Code used as reference.

**CRJ 225**

## CRIMINAL PROCEDURE

3 credits

Designed to acquaint the student with the variety of constitutional issues related to the criminal justice process. Case analysis deals with such issues as search and seizure, stop and frisk, arrest, confessions, right to counsel, jury trials, and other Supreme Court decisions.

**CRJ 270, 370, 470**SPECIAL TOPICS IN  
CRIMINAL JUSTICE

3 credits

Designed to address current issues in criminal justice. Topics: victimology, crime prevention, forensic criminology, counseling, criminal justice administration, and criminological research.

**CRJ 324**POLICE: ORGANIZATION AND  
FUNCTIONS

3 credits

A study of the organization, legal powers, and functions of the police.

Topics include the police organizational structure, such police responsibilities as patrol, arrest, and investigation, police community relations and other topical issues on police and society, such as police use of force, police corruption, and required education and training for police.

**CRJ 325**THE COURTS: ORGANIZATION  
AND FUNCTIONS

3 credits

A in-depth exploration of the structure, players, functions, and issues that make up the criminal courts of America. This exploration employs an adversarial approach, thereby mimicking the very essence of court procedure and developing students' awareness of the strengths and weaknesses of our criminal courts.

**CRJ 326**CORRECTIONS: PRISONS,  
PROBATION AND PAROLE

3 credits

Intensive study of the correctional process in the U.S. and other countries. Topics include objectives of punishment, sentencing policies and procedures, capital punishment, imprisonment and community corrections.

**CRJ 385**

## THEORIES OF DEVIANCE

3 credits

Intensive analysis of contemporary theories of deviant behavior examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

**CRJ 386**

## SYSTEMS OF CRIMINAL BEHAVIOR

3 credits

Selected criminal behavior systems examined in depth through readings, group projects and field interviews. Offerings include such forms of criminal behavior as organized crime, political crime, violent crime, crimes without victims, and comparative criminal justice systems. Travel study

component frequently included in the latter course.

**CRJ 387**

## GENDER, CRIME AND JUSTICE

3 credits

An investigation of the facts and ramifications of being female and involved in the criminal justice system. Females considered in their roles as offenders, victims, and practitioners and contrasted with males to see whether sex makes a difference in handling, system response, outcome, practitioner success, etc. Efforts will be made to explain whatever differences are found between females and males.

**CRJ 415**

## CRIMINAL JUSTICE COUNSELING

3 credits

Acquaints the student with the principles and practices of individual and group counseling techniques in the criminal justice field. Group dynamics and counseling approaches presented through class lectures, discussions and participation in the group experience.

Special emphasis on the applicability of techniques and principles to the offender population.

**CRJ 480**RESEARCH METHODS IN CRIMINAL  
JUSTICE

3 credits

Overview of research methodology. Such research data collection methods as questionnaire designs, interviewing and observations discussed. Topics include the ethics of human experimentation and evaluation techniques. Identical with SOC 480.

**CRJ 487-488**SEMINAR IN CRIMINAL JUSTICE  
RESEARCH AND PRACTICE

3-6 credits

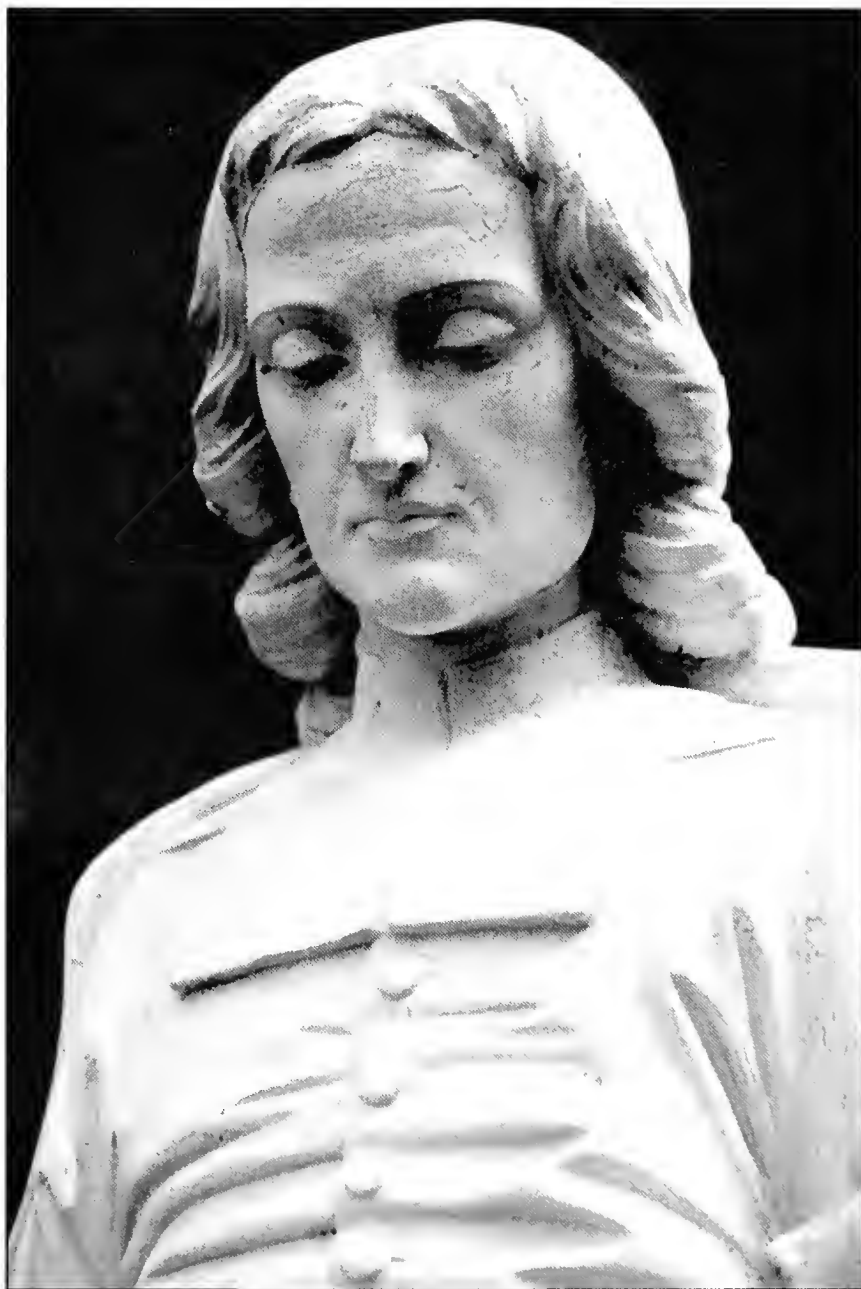
Designed to provide the current or future criminal justice practitioner with an opportunity to examine the functioning of the criminal justice system through field research and seminar sessions in theory. (CRJ 487 focuses on criminal justice policy and administration. In CRJ 488 the student pursues a supervised research project.)

Prerequisite: CRJ 221 or 222 and (for CRJ 488) CRJ 480 or SOC 480.

### **Credit for Police Academy Training**

Students admitted to La Salle University as of January 1, 1976 or later, are eligible to apply for 6 credits toward their degree if they have been certified as having completed a police academy training or its equivalent, subject to the approval of the Criminal Justice Department. Three elective credits may be granted as equivalent to Criminal Justice 223, Criminal Law and three elective credits may be granted as equivalent to Criminal Justice 415, Criminal Justice Counseling.

Students majoring in Criminal Justice may also apply for three credits toward fulfillment of the Criminal Justice 487-488 Seminar in Criminal Justice Research and Practice provided they have completed the training mentioned above and have successfully completed the other half of the Criminal Justice 487-488 courses.



*St. John Baptist de La Salle*

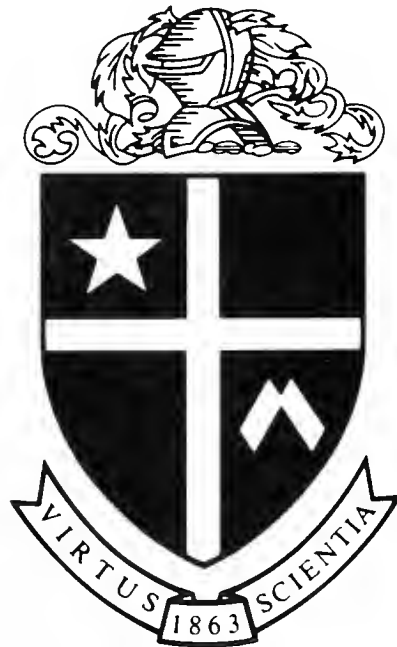
THE MAIN PURPOSE OF FAITH IS  
TO LEAD US TO PRACTICE WHAT  
WE BELIEVE.



# **School of Business Administration**

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Evening and  
Weekend Programs



The mission of the School of Business Administration is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the milieu for its educational programs.

Within this context it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business Undergraduate program is to prepare students to lead an enriched personal life and to prepare them to enter upon a successful professional career through an exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communications, analytic and decision-making skills, by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practice.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management;

- immerse students in a learning environment which blends current business theory and practice.

Continuous quality improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the American Assembly of Collegiate Schools of Business (AACSB) which establishes standards designed to ensure excellence. Fewer than 25% of the 1200 colleges and universities nationally are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association; and through an ongoing dialogue and review with business executives and professionals.

Every year, La Salle inducts the top 10% of its graduates into Beta Gamma Sigma, the international honor society for students enrolled in AACSB-accredited schools.

The School of Business Administration prepares students to develop the skills and experience for a career change or advancement in management/professional positions in business, government, and non-profit organizations.

The Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of Business on contemporary developments in business practice and how to help students prepare for career change or advancement.

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## Admission Requirements

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program described in the Arts and Sciences section. Upon successful completion of 21 credits in Liberal Arts courses which include ENG 107, 108, CSC 151, MTH 101, 114, PSY or SOC and 19 credits in business courses which include BUS 101, 150, 202, 207, 208 and ECN 150 and 201, students with a 2.25 cumulative academic index are eligible for admissions into the bachelor's degree program in the School of Business Administration. For more information on admissions requirements, see the Admissions Section in General Reference.

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## The Curriculum

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 39 courses) for the Business Administration major, and 128 credits (minimum 41 courses) for the Accounting major. The curriculum includes the Liberal Arts Core Curriculum, Additional Arts Requirements, Business Core, Professional Studies and Free Electives. The liberal arts and science studies and business foundation courses tend to be concentrated in the first 60 credits, and the professional studies in the last 60 credits.

## The Liberal Arts Core Curriculum

The Liberal Arts Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

While the Core allows some freedom of choice, it includes guidelines which should provide coherence in students' college education. The core curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," and "Understanding at Home and Abroad." A maximum of 18 courses are required of School of Business Administration majors.

### Powers Courses

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in writing, oral communication, mathematics, and information literacy. Required Powers courses are:

- English 107 (may be waived by English Department)
- English 108
- Mathematics 114
- Business 150
- Computer Science 151 (may be waived through an exemption exam)

### Frameworks of Scientific Understanding Courses

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. Required Frameworks of Scientific Understanding courses are:

- Natural Science
- Macroeconomics
- Psychology or Sociology



### Patterns of Meaning Courses

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities. Required Patterns of Meaning courses are:

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

All courses in Patterns of Meaning may be counted towards any minor or second major barring exclusions by the academic departments sponsoring the course.

### Understanding at Home and Abroad Courses

"Understanding at Home and Abroad" refers to fostering the Christian Brothers' ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a house () Understanding at Home) and one of the courses designated by the symbol of a plane () Understanding Abroad). Alternatively, students may fulfill these requirements through independent projects, with the

approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of independent projects.

### Additional Arts Requirements

- Single-Variable Calculus (MTH 114) or equivalent
- Introductory Microeconomics (ECN 201)

## Business Core Curriculum

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning objectives:

### Skills

- Communication
- Oral – ability to make formal presentations
- Written – ability to write with clarity, develop business reports
- Interpersonal – ability to listen, manage conflict, work in teams, and exercise leadership abilities
- Job-Related
- Networking, interviewing, resume writing
- Problem Solving and Decision Making
- Understanding and using quantitative and qualitative data
- Using technology to solve business problems/make decisions
- Understanding elements of sound research/ability to conduct research
- Ability to synthesize and integrate knowledge, skills and achievements
- Critical Thinking

- Critical Thinking
- Ability to evaluate, to identify and understand different perspectives, to identify positives and negatives/strengths and weaknesses
- Ability to critically assess oneself

#### Knowledge

- Disciplines – specialized knowledge in the key business disciplines
- Ethics
- Environmental Issues
- Demographic Diversity
- Technology as a Social Force
- Global/International Issues
- Social/Political/Legal Environments
- Business Systems and Processes
- Business/Industry – knowledge of specific businesses and industry practices and opportunities

#### Transformational Achievements

- Intellectual Curiosity
- Motivation to be a contributing member of society
- Self knowledge/awareness
- Acceptance, understanding and ability to deal with the inevitability of change
- Development of professional direction and determination to succeed

The business core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice through the 2 credit (A), theory, 1 credit (B), practicum, combinations in many of the disciplines.

The following courses constitute the Business Core:

- BUS 101  
Introduction to Financial Accounting
- BUS 202  
Applied Quantitative Methods for Business
- BUS 203A &B  
Organizational Behavior
- BUS 204A&B  
Principles of Marketing
- BUS 205A&B  
Information Technology
- BUS 206A&B  
Introduction to Financial Markets and Institutions
- BUS 207  
Managerial Accounting
- BUS 208  
Corporate Finance
- BUS 303A&B  
Legal and Ethical Environment of Business
- BUS 304  
Business Problem Solving and Decision Making
- BUS 400  
Strategy Formulation and Implementation
- International Business Course/Experience

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### Professional Studies (MAJORS)

There are two majors available in the School of Business: Accounting and Business Administration.

The Accounting major consists of 8 upper level accounting courses: Accounting 201, 202, 303, 307, 405 and three advanced courses selected in consultation with the Department Chair. This intensive learning experience is intended to serve as a basis for future career development and advancement in the accounting field and to help you better prepare to pass the Certified Public Accounting (CPA) examinations.

The Business Administration major consists of 4 upper level business courses (beyond the Business Core) from the functional areas of Finance, Management, Management Information Systems, and Marketing, with no more than 2 courses from any one of these disciplines. This major is intended to provide you with an opportunity to study major trends in contemporary business practice in the major fields of business and to serve as a basis for future career development and advancement.

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### Free Electives

Free electives offer a further opportunity to influence your own program of education. You may choose to concentrate free electives in a particular field or you may use these electives to diversify your background or broaden your interests.

## BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION CURRICULUM PROGRESS CHART

### I. Powers

- A. Writing I \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_
- D. Speech \_\_\_\_\_ **BUS 150**
- E. Information Technology \_\_\_\_\_ **CSC 151**

### II. Frameworks of Scientific Understanding

- A. Natural Science \_\_\_\_\_
- B. Social Science \_\_\_\_\_
1. Economics or Political Science \_\_\_\_\_ **ECN 150**
2. Psychology or Sociology \_\_\_\_\_ **PSY or SOC**

### III. Patterns of Meaning

- A. Religion \_\_\_\_\_
- B. Philosophy \_\_\_\_\_
- C. History \_\_\_\_\_
- D. Literature \_\_\_\_\_
- E. Fine Arts \_\_\_\_\_
- OR**
- Foreign Language \_\_\_\_\_
- F. Second Course \_\_\_\_\_
- (Literature, History, Fine Arts or Language)

### Additional Arts Requirements

1. \_\_\_\_\_ **MTH 114**
2. \_\_\_\_\_ **ECN 201**

### Business Core Requirements<sup>1</sup>

1. Financial Accounting \_\_\_\_\_ **BUS 101**
2. Applied Quantitative Methods \_\_\_\_\_ **BUS 202**
3. Organizational Behavior \_\_\_\_\_ **BUS 203A&B**
4. Marketing Principles \_\_\_\_\_ **BUS 204A&B**
5. Information Technology \_\_\_\_\_ **BUS 205A&B**
6. Financial Markets and Institutions \_\_\_\_\_ **BUS 206A&B**
7. Managerial Accounting \_\_\_\_\_ **BUS 207**
8. Corporate Finance \_\_\_\_\_ **BUS 208**
9. Legal Environment of Business \_\_\_\_\_ **BUS 303A&B**
10. Business Problem Solving \_\_\_\_\_ **BUS 304**
- II. Strategy Formulation \_\_\_\_\_ **BUS 400**
12. International Business Course/Experience \_\_\_\_\_

### Professional Studies

#### (8 Accounting; 4 Business Administration)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Electives

#### (5 Accounting; 7 Business Administration)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

<sup>1</sup>Courses with A and B combinations have 2-credit theory and 1-credit practicum components.

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## Course Descriptions

All courses are listed alphabetically by department. Courses followed by a semester designation are usually offered each year during semester indicated. Courses with no designation are usually offered on a rotating basis. Consult course rosters.

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## Accounting

Department Chair

Mary Jeanne Welsh, Ph.D.

Junior standing is a prerequisite for 300 and 400 level courses.

### ACC 201

INTERMEDIATE FINANCIAL ACCOUNTING

4 credits

Theories and problems involved in analysis of transactions and financial statement preparation. The course also focuses on accounting issues related to measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of current assets.

Prerequisite: BUS 101

### ACC 202

INTERMEDIATE FINANCIAL ACCOUNTING II

4 credits

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues including post-employment benefits, income taxes and stockholders' equity. Financial reporting in an international environment and disclosure practices around the world are also examined.

Prerequisite: ACC 201

### ACC 303

COST MANAGEMENT

3 credits

Basic principles applied to job cost and process cost systems. Topics include: purchasing and issuing of materials and maintenance of perpetual inventory records, control of labor, methods of distributing fac-

tory overhead expenses, evaluation of problems involved in shrinkage and idle time, forms used in job and process cost systems, and discussion of the place of cost accounting in modern enterprises. Usually offered spring semesters.

Prerequisite: BUS 207 and 54 credits

### ACC 304

AUDITING

3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability.

Usually offered fall semesters.

Prerequisite: ACC 202 (can be taken concurrently with ACC 202)

### ACC 307

INCOMETAX

3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts.

Prerequisite: 54 credits, and BUS 101

### ACC 405

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE

3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is focused on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports.

Prerequisite: ACC 202

### ACC 406

SPECIAL TOPICS IN FINANCIAL REPORTING

3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy, and fund accounting including governmental, not-for-profit, and hospital accounting.

Prerequisite: ACC 202 and Senior Standing

### ACC 411

ADVANCED COST MANAGEMENT

3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Usually offered fall semesters. (Formerly ACC 313)

Prerequisite: ACC 303 and Senior Standing

### ACC 418

CORPORATE AND OTHER TAXATION

3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax exempt organizations, multistate corporate tax issues, and estate tax planning for the business owner.

Prerequisite: 307 and Senior Standing

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## Business Administration

Junior standing is a prerequisite to 300- and 400- level courses.

### BUS 101 (F,S)

INTRODUCTION TO FINANCIAL ACCOUNTING

3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate

financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

### **BUS 121 (F, S)**

#### **INTRODUCTION TO FINANCIAL ACCOUNTING**

3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business. **This course may only be taken by students in the Organizational Dynamics Program.**

### **BUS 123 (F, S)**

#### **INTRODUCTION TO ORGANIZATIONAL BEHAVIOR**

3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. **This course may only be taken by students in the Organizational Dynamics Program.**

### **BUS 124 (F, S)**

#### **INTRODUCTION TO MARKETING**

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development,

pricing, promotion and distribution to satisfy the needs of selected target markets. **This course may only be taken by students in the Organizational Dynamics Program.**

### **BUS 125 (F, S)**

#### **INTRODUCTION TO INFORMATION TECHNOLOGY**

3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, computer hardware and software, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. **This course may only be taken by students in the Organizational Dynamics Program.**

### **BUS 126 (F, S)**

#### **INTRODUCTION TO FINANCIAL MARKETS AND INSTITUTIONS**

3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. **This course may only be taken by students in the Organizational Dynamics Program.** Prerequisites: BUS 121 and ECN 150

### **BUS 150 (F, S)**

#### **PRESENTATION SKILLS FOR BUSINESS (formerly MGT 200)**

2 credits

Focuses on the skills needed to link oral communication with the ability

to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics are required. Students will make use of computer-based presentation technology.

### **BUS 202 (F, S)**

#### **APPLIED QUANTITATIVE METHODS FOR BUSINESS**

3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to microcomputer statistical software packages. Prerequisite: MTH 114.

### **BUS 203 A, B (F, S)**

#### **(A) ORGANIZATIONAL BEHAVIOR, (B) ORGANIZATIONAL BEHAVIOR PRACTICUM**

3 credits

(2 credits for A and 1 credit for B)

**(A)** This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life.

**(B)** This lab experience will empha-

size interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences. BUS 203 A & B will be taken in the same semester.

#### **BUS 204A, B (F, S)**

(A) MARKETING PRINCIPLES

(B) MARKETING PRACTICUM

3 credits

(2 credits for A and 1 credit for B)

(A) An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets.

(B) This portion of course is designed to help the student apply the skills learned in BUS 204(A). Using a variety of electronic data systems, students are required to plan and implement marketing-related decisions necessary for a firm to function successfully in a competitive market environment. BUS 204 A and B will be taken in the same semester.

#### **BUS 205 A, B (F, S)**

(A) INFORMATION TECHNOLOGY

(B) INFORMATION TECHNOLOGY PRACTICUM

3 credits

(2 credits for A and 1 credit for B)

(A) This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, computer hardware and software, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems,

systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems.

(B) This lab experience will emphasize interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Enterprise Information Systems, Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment. BUS 205 A & B will be taken in the same semester. Prerequisite: CSC 151

#### **BUS 206 A, B (F, S)**

(A) FINANCIAL MARKETS AND

INSTITUTIONS (B) FINANCIAL MARKETS AND INSTITUTIONS PRACTICUM

3 credits

(2 credits for A and 1 credit for B)

(A) An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy.

(B) Students will participate in a computer-based lab where they will discover, analyze, and interpret quantitative and qualitative information on financial markets, instruments, and institutions. BUS 206 A & B will be taken in the same semester.

Prerequisites: BUS 101 and ECN 150

#### **BUS 207 (F, S)**

MANAGERIAL ACCOUNTING

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions.

Prerequisites: BUS 101, MTH 114, CSC 151

#### **BUS 208 (F, S)**

FUNDAMENTALS OF FINANCIAL MANAGEMENT

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151

#### **BUS 303 A, B (F, S)**

(A) LEGAL AND ETHICAL

ENVIRONMENT OF BUSINESS

(B) SOCIAL ENVIRONMENT OF BUSINESS PRACTICUM

3 credits

(2 credits for A and 1 credit for B)

(A) A study of the American legal system, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

(B) This one-credit experience examines Catholic and La Sallian writings on such issues as social justice, ethics, and social responsibility. Students may be expected to participate in a service component to this course. BUS 303 A & B will be taken in the same semester.

#### **BUS 304 (F, S)**

BUSINESS PROBLEM SOLVING AND DECISION MAKING

3 credits

Presents an integrated view of problem framing and the methodology of decision-making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used.

Depending on the relevance to chosen case studies, topics covered may include several of the following: Decision Analysis, Forecasting,



Inventory Management, Linear Programming, Critical Path Method/Project Evaluation and Review Technique, Quality Control and Simulation. Prerequisites: MTH 114 and BUS 202, 204, 205, 206, 207 and 208.

### **BUS 400 (F, S)**

#### **STRATEGY FORMULATION AND IMPLEMENTATION**

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics.

Prerequisite: Senior standing

## **Finance**

Department Chair

Walter Schubert, Ph.D.

Junior standing is a prerequisite to 300- and 400- level courses.

### **FIN 401**

#### **INVESTMENT ANALYSIS**

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition; criteria for evaluation and measurement of portfolio performance, all in a global context.

Prerequisite: BUS 202; BUS 206 or FIN 201; and BUS 208 or FIN 300

### **FIN 403**

#### **INTERNATIONAL FINANCE**

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operat-

ing abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging; and other contemporary issues in global finance.

Prerequisite: BUS 202; BUS 206 or FIN 201; and BUS 208 or FIN 300

### **FIN 470**

#### **SELECTED TOPICS IN FINANCE**

3 credits

Selected topics in finance studied in-depth under the direction of faculty.

Prerequisite: Senior standing

## **Law**

Coordinator of Pre-Law: David Culp, J.D.

Coordinator of Pre-Law Programs: Evelyn Boss Cogan, J.D.

Pre-Law Advisors: Evelyn Boss Cogan, J.D., David Culp, J.D., Gerard Downey, J.D.

Junior standing is a pre-requisite to 300- and 400-level courses.

### **LAW 300 (F, S)**

#### **APPROACHES TO THE LAW OF CONTRACTS**

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

### **BUS 303 A, B (F, S)**

(A) LEGAL AND ETHICAL

ENVIRONMENT OF BUSINESS

(B) SOCIAL ENVIRONMENT OF BUSINESS PRACTICUM

3 credits

(2 credits for A and 1 credit for B)

(A) A study of the American legal system, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal

perspectives, and an exploration of legal ethics and the ethics of corporations.

(B) This one-credit experience examines Catholic and La Sallian writings on such issues as social justice, ethics, and social responsibility. Students may be expected to participate in a service component to this course.

BUS 303 A & B will be taken in the same semester.

## **Management**

Department Chair

Madjid Tavana, MBA, PMIS, Ph.D.

Junior standing is a prerequisite for 300 and 400 level courses.

### **MGT 302**

#### **MANAGING HUMAN RESOURCES I: CREATING A COMPETITIVE WORKFORCE**

3 credits

This course introduces students to the role that effective human resource (HR) management plays in successfully implementing business strategy. Topics include HR strategy, HR planning, job analysis, equal employment opportunity (EEO) law, recruiting, measurement, and selection. There is also strong emphasis on the special challenges and issues associated with international human resource management.

Prerequisite: BUS 203

### **MGT 303**

#### **MANAGING HUMAN RESOURCES II: DEVELOPING AND MANAGING A COMPETITIVE WORKFORCE**

3 credits

This course blends theory, research, and practice to enable students to maximize employee productivity, commitment, and satisfaction. Topics include training and development, performance management and appraisal, compensation and benefits, quality initiatives and job design, and labor relations. This course strongly emphasizes issues associated with managing an international workforce.

Prerequisite: MGT 302

**MGT 307****DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE**

3 credits

Develops an understanding of the interaction of organizational structure and processes. Examines relationship of internal and external environments. Studies organizational design and utilizes current theories of organizational behavior as practical tools in analyzing specific organizations.

Prerequisite: BUS 203

**MGT 352****EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT**

3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment.

Prerequisite: BUS 203

**MGT 353****DISPUTE RESOLUTION**

3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques which build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution.

Prerequisite: BUS 203

**MGT 354****GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT**

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside

speakers from all areas – business, government, and organized labor – impinging on the small entrepreneur today.

Prerequisite: BUS 203

**MGT 355****POWER, MOTIVATION, AND LEADERSHIP**

3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. Examination of not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the impact of these approaches on the satisfaction and development of employees.

Prerequisite: BUS 203

**MGT 356****MANAGING IN THE GLOBAL ECONOMY**

3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of small and large international businesses. Course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of global economy.

Prerequisite: BUS 203

**MGT 357****MANAGING CULTURAL DIVERSITY IN THE WORKPLACE**

3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals.

Prerequisite: BUS 203

## Management Information Systems

The Management Department coordinates courses in this area. Junior standing is a prerequisite for 300 and 400 level courses.

**MIS 375****INFORMATION SYSTEMS PROJECT MANAGEMENT**

3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups.

Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course.

Prerequisite: BUS 100 or 205 or equivalent

**MIS 385****DECISION SUPPORT AND EXPERT SYSTEMS**

3 credits

This course is about the manager's responsibilities for decision making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition

and Validation, Knowledge Representation, Inferencing and ES Building Process and Tools. Students are required to apply DSS and ES Software Packages in a hands-on environment.

Prerequisite: BUS 205 or equivalent

### **MIS 400**

**BUSINESS APPLICATIONS  
PROGRAMMING AND SOFTWARE**  
3 credits

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected high level programming language such as Visual Basic and Java, and documentation of such a programming project. This is a hands-on course. Students will design and develop several computer programs throughout the term. Prerequisite: BUS 205 or equivalent.

### **MIS 405**

**EMERGING INFORMATION  
TECHNOLOGY**  
3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course.

Prerequisite: BUS 205 or equivalent

### **MIS 410**

**INFORMATION SYSTEMS ANALYSIS  
AND DESIGN**  
3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. Systems Design topics such as User Interface, Design Alternatives, Prototyping, Input, Output, and File Design are discussed.

Prerequisite: BUS 205 or equivalent

### **MIS 415**

**SMALL BUSINESS SYSTEMS  
DEVELOPMENT**  
3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, and the need to transfer data among multiple application files, and application software integration programs.

Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, Inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements.

Prerequisite: BUS 205 or equivalent

### **MIS 420**

**DATABASE MANAGEMENT SYSTEMS**  
3 credits

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include con-

ceptual data modeling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems and database administration. To demonstrate acquired skills, students design and develop a database application using Oracle.

Prerequisite: MIS 410

### **MIS 480**

**INFORMATION SYSTEMS CAPSTONE**  
3 credits

This integrative capstone course is designed to examine the effects of technology and its rapidly changing nature on the corporate environment. Students will learn how to think strategically about information systems within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems solutions. This course serves as the culminating experience in the Management Information Systems program. Prerequisite: BUS 205 or equivalent and Senior Standing

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## **Marketing**

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Department Chair

James A. Talaga, Ph.D.

Junior standing is a prerequisite for 300 and 400 level courses

### **MKT 301**

**PERSONAL SELLING**  
3 credits

Examines the importance and practice of individual selling in the economy. Focuses on types of buyers, buyer behavior, steps in the selling process, sales presentations, and ethics in selling. Usually offered spring semesters.

Prerequisite: BUS 204

### **MKT 302**

**ADVERTISING AND PROMOTIONAL  
MANAGEMENT**  
3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods

and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Usually offered fall semester.

Prerequisite: BUS 204

### **MKT 304**

**BUSINESS TO BUSINESS MARKETING**  
3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and

resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. (Formerly MKT 304, Industrial Marketing)  
Prerequisite: BUS 204

### **MKT 305**

**INTERNATIONAL MARKETING**

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. (Formerly MKT 403)

Prerequisite: BUS 204



### **MKT 371**

**CONSUMER BEHAVIOR**  
3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process.

Prerequisite: BUS 204

## **MBA Basic Core Equivalents**

You can reduce the number of courses required to earn a Master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 18 credits of foundation level course work for the La Salle MBA degree. All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are as follows:

### **Undergraduate Courses**

ECN 150 – Introductory Macroeconomics  
ECN 201 – Introductory Microeconomics

BUS 101 – Introduction to Financial Accounting  
BUS 207 – Managerial Accounting

BUS 304 – Business Problem Solving and Decision Making

BUS 206 – Financial Markets and Institutions

BUS 202 – Applied Quantitative Methods for Business

Marketing Major Courses

Accounting Major Courses

Finance Major Courses

### **MBA Courses**

MBA 610

MBA 615

MBA 625

MBA 630

MBA 620

MBA 690\*

MBA 691\*

MBA 692\*

\*Only one from MBA 690, 691, and 692 may be waived.

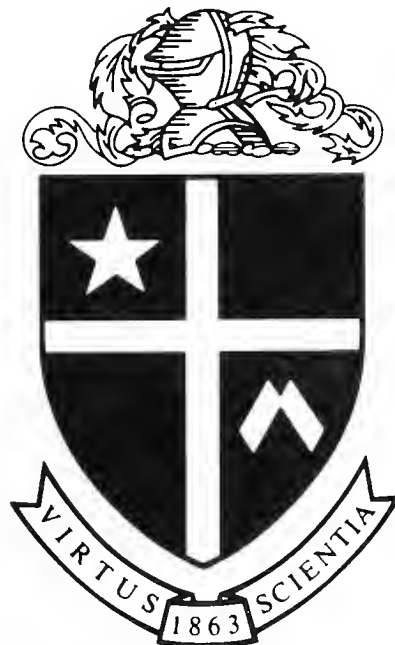
The GMAT is required for acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills.

Any specific requirement questions should be directed to the MBA Office at (215) 951-1057.

# **School of Nursing**

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Evening and  
Weekend Programs



## Mission

Consistent with Lasallian values, the Mission of the School of Nursing is to provide excellent education programs to develop culturally and clinically competent, caring nursing and health science professionals and to prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

## Vision

The La Salle University School of Nursing will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The School will provide educational and service programs for the health care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The Faculty of the School will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

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## La Salle University School of Nursing

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## Nursing Programs

### Goal

The goal of the Nursing Programs at La Salle University is to educate diverse students so that they pro-

vide culturally competent, professional nursing services.

## Mission

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

## Vision

Nursing Programs lead in the development of curricula that are based on the health needs of populations and mobilize resources for the welfare of vulnerable and underserved people. Nursing Programs implement educational and service activities, meeting the health care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in agency partnerships. Nursing Faculty carry out programs of teaching-learning, research, scholarship, service, leadership, and practice that promote the health of people and society.

## Philosophy for Nursing Programs

Nursing Programs and services promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations. Nursing is an art, science and profession in which relationships between nurses and those cared for are essential. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, leader, manager, coordina-

tor, researcher, consultant, and administrator.

The foundation of professional education for basic and advanced nursing includes humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The programs use systems theory that views health as an ever-changing state.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of cared for individuals, families, groups, communities and populations. Nurses recognize that the greatest potential for healing lies within the person. Nurses' primary focus is improving human responses to health and illness.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource of learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Faculty believe that students have the potential to develop as leaders, responsive to persons served and concerned with their welfare. Students develop as ethical, caring, practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

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## Undergraduate Nursing Program

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The Accelerated RN-BSN Program is a 120 credit course of study that leads to the bachelor of science degree in nursing. Courses are taught in an accelerated format over 5 weeks, with the exception of two courses, HSC 217 and NUR 413, which are 10 weeks in length.

Students take 7 nursing courses and a nursing elective in addition to credits earned from past nursing knowledge gained from their associate degree or diploma in nursing. The B.S.N. provides the student with a strong foundation in the liberal arts and biological sciences in preparation to take the nursing courses. Nursing courses reflect a curriculum which builds upon previous nursing knowledge and one that is relevant to the registered nurse student. Clinical experiences are structured into two nursing courses, NUR 314, Health Assessment and NUR 413, Public Health Nursing.

### **Purpose of the Undergraduate Nursing Program**

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses for entry into professional practice, who demonstrate leadership when responding to changing health care needs of individuals, families, groups, communities, and populations in a diverse society, who effect change in health care and community systems, and who are prepared for graduate study.

### **Learning Goals of the Undergraduate Nursing Program**

At the completion of the program the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span.
3. Use clinical judgment and decision-making skills when evaluating the health status of individuals and families and their response to health care.

4. Demonstrate assessment, technical, and communication skills when providing, coordinating, collaborating, and managing nursing care given to individuals, families, groups, communities, and populations across various environments and health care delivery systems.
5. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, recovery, and rehabilitation.
6. Initiate partnerships with patients, families, communities, and health care professionals to promote health and prevent disease.
7. Evaluate nursing and health care services based on ethical, legal, and professional practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.

In keeping with the mission of La Salle University, the School of Nursing offers programs of study that educate nurses to develop knowledge, values, and basic and advanced skills to enable them to think critically, sharpen esthetic perception, communicate effectively and intervene therapeutically with individuals and communities. The Undergraduate Nursing Programs address several populations of students through the following nursing curricula: the RN to BSN Accelerated Program, the LPN to BSN Program, the RN-BSN to MSN Program, the RN-MSN Bridge Program, and the Part-time Basic BSN ACHIEVE Program

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### **Faculty**

Zane Robinson Wolf, Ph.D., R.N., FAAN, Dean

Diane M. Wieland, Ph.D., R.N., C.S., Director, Undergraduate Programs

Professor: Giardino, Wolf

Associate Professors: Beitz, Kinsey, Serembus, Vito, Wieland, Zuzelo

Assistant Professors: Frizzell, Goldberg, Hoerst, Miller, Strayer, Zurakowski

Professional Staff: Ms. Dolores Matecki, MSN, RN, Coordinator, Part-time BSN ACHIEVE Program

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### **Student Organizations**

#### **Sigma Theta Tau, Kappa Delta Chapter**

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional standards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by application and invitation to nursing students with an academic index of 3.0 and above. The society inducts new members once a year in December.

#### **Professional Nurses' Organization (PNO)**

PNO is an organization of registered nurse students majoring in nursing who are interested in participating in the professional nurses' network that exists at La Salle. The group was also formed to disseminate information, to provide career related programs, to involve students in University life and to nurture excellence in the School of Nursing and among its members.

## RN TO BSN PROGRAM

### PROGRESS RECORD

#### I. Powers (4 courses)

- A. Writing I<sup>1</sup> \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_ **HSC 217 or ECN 213**
- D. Information Technology<sup>2</sup> \_\_\_\_\_ **CSC 151**

1. May be waived by decision of the university before beginning course work; then additional elective is required.
2. May be waived by challenge examination given by the university before beginning course work; then additional elective is required.

#### II. Frameworks of Scientific Understanding

##### A. Natural Science (5 courses)

The following courses are required:

- CHM 161** – Chemistry
- BIO 161** – Anatomy & Physiology I
- BIO 162** – Anatomy & Physiology II
- BIO 163** – Microbiology
- NUTR 165** – Nutrition

##### B. Social Science (3 courses)

1. Sociology \_\_\_\_\_ **SOC 150**
2. Psychology
- a) **PSY 210** – Developmental Psychology
- b) **PSY 205** – Personality & Adjustment
- or
- PSY 220** – Abnormal Psychology
- or
- PSY 225** – Social Psychology
- or
- PSY 155** – Introduction to Psychology

#### III. Patterns of Meaning (8 courses)

- A. Religion \_\_\_\_\_ **REL 150 or 153**
- \_\_\_\_\_ **REL (200 level)**
- B. Philosophy \_\_\_\_\_ **PHL 151 or 152**
- \_\_\_\_\_ **PHL (200 level)**
- C. Literature \_\_\_\_\_ **ENG 150 or LIT 150**
- D. History \_\_\_\_\_ **HIS 151**
- E. Fine Arts or Language \_\_\_\_\_ **ART 151, MUS 150, or Foreign Language**
- F. **Plus one additional:**  
Literature or History or Fine Arts or Language \_\_\_\_\_

#### IV. Major Requirements

1. **NUR 300** – Nursing credits for Associate Degree or Diploma Program
2. **NUR 301** – Portfolio Assessment
3. **NUR 314** – Health Assessment and Promotion
4. **NUR 407** – Nursing Care of Individuals and Families in Stress
5. **NUR 408** – Nursing Research
6. **NUR 413** – Public Health Nursing
7. **NUR 415** – Nursing in Today's Healthcare Environment (Student has the option to take NUR 607 instead following approval of the Assistant Dean.)
8. **NUR 417** – Leadership and Organizational Behavior in Health Care (Student has the option to take NUR 608 instead following approval of the Assistant Dean.)
9. **NUR Elective**

#### V. Elective (2 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_



## National Student Nurses' Association (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. Students in the ACHIEVE Program, the part-time basic BSN Program, would be eligible to join. This organization, which numbers 300,000 nurses in all levels of nursing education, consists not only at the school/chapter level, but at the state level (Student Nurses' Association of Pennsylvania) and the school/chapter level. La Salle School of Nursing has a chapter of SNAP. Students learn professional and leadership skills in this organization, and can attend national and state-wide nursing conferences and events. Students are strongly encouraged to join and become involved in NSNA.

## Minority Student Nurses' Association (MSNA)

Minority Student Nurses Association (MSNA) of La Salle University School of Nursing seeks to enhance the experiences of minority nursing students, while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

## RN to BSN Accelerated Program

La Salle's RN to BSN Accelerated Program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a per-

son and as a member of the nursing profession and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The La Salle University RN to BSN Accelerated Program is fully accredited by the National League for Nursing Accrediting Commission (NLNAC). La Salle University has also been granted preliminary approval from the Commission on Collegiate Nursing Education (CCNE).

As a special service to students and prospective students, a nurse academic advisor is available to discuss the nature of the program and individual options for progression through the program. For an appointment with the nursing academic advisor, call 215/951-1430 (Main Campus) and 215/579-8681 (Bucks-Newtown Campus).

### Admission Requirements

- completed application for admission
- official copies of transcripts from high school, colleges or universities attended and/or nursing school. If you have already completed 30 college credits, you do not need to submit a high school transcript.
- college credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- copy of R.N. licensure

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Before beginning nursing major

courses, the student must have earned at least 60 credits in the liberal arts and sciences which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I & II	8
Chemistry	4
Microbiology	4
Psychology	6
Nutrition	3
Sociology	3

Students are required to submit the following before entering the clinical setting: cleared criminal record check, cleared child abuse check, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program.

### The Curriculum

Nursing major courses in the RN to BSN Accelerated program consist of 50 credits. La Salle's RN-BSN Program recognizes the knowledge and experience of the RN student by providing a battery of challenge examinations through which the student may validate prior learning in nursing. The RN student may articulate 24 of the 50 credits as advanced placement required in the nursing major. Listed below are nursing major courses, their descriptions and prerequisites and opportunities for earning credits by challenge examination. The Accelerated Program offers the students the ability to take one course per night or Saturday over four hours per a five-week session. Both nursing and liberal arts courses are offered in this format (see chart at bottom of page).

### 5 week semester model

5 wk	5 wk	5 wk	5 wk	5 wk	5 wk	5 wk	5 wk	5 wk
Fall	Fall	Fall	Fall	Spring	Spring	Spring	SS I	SS 2

## Course Descriptions

**\*\* Courses that may be validated through Challenge Examinations or portfolio assessment.**

**NUR 301**  
PROFESSIONAL PORTFOLIO  
SEMINAR  
2 credits

This course takes a critical look at the recent changes in health care and the implications for professional nursing practice. The student is guided in performing a self-assessment so that he/she may position himself/herself for the future. Skills for enhancing communication and professional resources are emphasized along with development of a curriculum vitae and professional portfolio. The professional portfolio presentation is the culmination of the work of the seminar.

**NUR 314\*\***  
HEALTH ASSESSMENT  
3 credits

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessments techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice.

**NUR 318\*\***  
CURRENT ISSUES IN  
PATHOPHYSIOLOGY AND  
PHARMACOLOGY  
3 credits

Fundamental arguments and issues are presented in classes emphasizing controversy and new approaches to pathophysiology and pharmacological problems in nursing care. Relationships between disease problems and varying approaches to

drug therapies are discussed. Medical, surgical, and alternative therapies to specific and difficult developmental pathologies are highlighted. Economic and ethical issues in pharmacology are integrated into the course lectures and assignments. Emphasis is placed on updating pharmacological knowledge.

**NUR 407\*\***  
NURSING CARE OF INDIVIDUALS,  
FAMILIES, AND GROUPS  
EXPERIENCING STRESS  
3 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress are examined with an emphasis on developing holistic plans for health promotion, health restoration and health maintenance. A strong emphasis within the course is advanced practice in the area of assessing human systems under stress and developing communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized. Students will have the opportunity to practice a variety of complementary health care approaches during the course as well as evaluate their fit and usefulness within the health care delivery system.

**NUR 408\*\***  
NURSING RESEARCH  
3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisite: HSC 217 or ECN 213

**NUR 413\*\***  
PUBLIC HEALTH NURSING  
3 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary

disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness as well as relevant political, economic, social and health care actions are examined. Varied clinical opportunities support nursing, epidemiological, and public health approaches in select agency and community sites. Clinical practicums emphasize the processes of group work and program planning at the community level. Prerequisite: NUR 313

**NUR 415**  
NURSING IN TODAY'S HEALTH CARE  
ENVIRONMENT  
3 credits

The purpose of this course is to explore the political, organizational, social and economic conditions affecting contemporary nursing practice. Issues related to social and economic problems in the health care system will be analyzed for their impact on current nursing practice. Acute care, long term care and community-based settings will all be discussed related to their corresponding health care issues. The structure of various health care organizations will be explored. Emphasis will be on problem analysis and group problem solving.

**NUR 417\*\***  
LEADERSHIP AND  
ORGANIZATIONAL BEHAVIOR IN  
HEALTH CARE  
3 credits

The purpose of this course is to analyze nursing leadership in the context of organizational theory in the health care system. Organization science related to the health care system is examined. Leadership theory and style is explored in the view of a new nursing leader. Manage principles are also compared and contrasted to organization structure and leadership styles. Personal leadership styles are developed in the context of structured and unstructured health care organizations.

## STATISTICS OPTION

### HSC 217

#### STATISTICS FOR HEALTH SCIENCE PROFESSIONALS

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in nursing and health research will also be provided. As part of this course, the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

## NURSING ELECTIVES

### NUR 462

#### THE PERIOPERATIVE NURSING SYSTEM

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

### NUR 463

#### ADVANCED CONCEPTS IN PERIOPERATIVE NURSING

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for

the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach.

### NUR 464

#### ETHICS IN NURSING PRACTICE

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

## HEALTH SCIENCE MINOR COURSES

### HSC 114

#### UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brown-

fields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

### HSC 223

#### PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

### HSC 361

#### HEALTH COMMUNICATION: A MULTIMEDIA APPROACH

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

### HSC 389

#### THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents.

Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

### HSC 416/516

#### URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated.

Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies.

Experiential and service learning projects emphasize both family and community assessments.

### HSC 424

#### LACTATION PROMOTION AND MANAGEMENT

3 credits

The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding.

### HSC 434

#### WOMEN'S HEALTH CONCERNS

3 credits

Explores contemporary women's health problems and concerns.

Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

### HSC 451

#### UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

### HSC 493

#### HOLISTIC HEALTH APPROACHES

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

## LPN to BSN Program

La Salle's LPN to BSN Program is designed for the adult learner – the licensed practical nurse who is employed and who has family/life obligations and wishes to earn the BSN. The program prepares its graduates to qualify for the National Council Licensure Examination for Registered Nurses to become a registered nurse. The goal of the program is to enable the graduate to provide professional nursing care which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research.

La Salle's LPN to BSN Program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a person and as a member of the nursing profession and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The program is for graduates of accredited LPN Programs who hold a current LPN license. The program can be completed on either a part-time or full-time basis and requires completion of 122 credits.

## Clinical Experiences

La Salle's School of Nursing has established strong ties with a number of hospitals and other health care facilities in the Philadelphia area. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Moss Rehabilitation Center, Chestnut Hill Hospital, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Doylestown Hospital, Friends Hospital, Holy Redeemer Hospital and Medical Center, Lankenau Hospital, Shriner's Hospital for Children, Girard Medical Center, St. Joseph's Hospital, St. Mary Medical Center, Langhorne, Thomas Jefferson University Hospital, YWCA of Germantown, and Philadelphia public, parochial, and private schools. In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health and primary care facility. LPN to BSN students who are taking nursing courses in the ACHIEVE Program at the Bucks-Newtown Campus will have clinical rotations in hospitals and health care agencies in Montgomery and Bucks Counties and selected clinical experiences in Philadelphia.

Several of these institutions and the Neighborhood Nursing Center are within walking distance of La Salle's campus. Others can be reached by public transportation if necessary. Students are responsible for their own transportation to the clinical areas. Students are assigned to clinical rosters by the Assistant Dean, the Part-time ACHIEVE PROGRAM Coordinator (if the LPN to BSN student is in the ACHIEVE Program) and the Director of the Undergraduate Nursing Program to ensure that students receive varied clinical experiences.

## Admission Requirements

- completed application for admission
- official copies of transcripts from high school, colleges or Universities attended and/or nursing school. If students have already completed 30 college credits, they do not need to submit a high school transcript.
- college credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- copy of LPN licensure
- letter of recommendation

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8 credits
Chemistry	4 credits
Microbiology	4 credits
Psychology	6 credits
Nutrition	3 credits
Sociology	3 credits

and have a minimum cumulative GPA of 2.75 and science GPA of 2.75 (Anatomy & Physiology I and II, Microbiology, and Chemistry)

Students are required to submit the following before entering the clinical setting: cleared criminal record check, cleared child abuse check, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program.

## LPN TO BSN PROGRAM

## PROGRESS RECORD

## I. Powers (4 courses)

- A. Writing I<sup>1</sup> \_\_\_\_\_ **ENG 107**
- B. Writing II \_\_\_\_\_ **ENG 108**
- C. Numbers \_\_\_\_\_ **HSC 217 or ECN 213**
- D. Information Technology<sup>2</sup> \_\_\_\_\_ **CSC 151**

1. May be waived by decision of the university before beginning course work; then additional elective is required.

2. May be waived by challenge examination given by the university before beginning course work; then additional elective is required.

## II. Frameworks of Scientific Understanding

## A. Natural Science (5 courses)

The following courses are required:

**CHM 161** – Chemistry

**BIO 161** – Anatomy & Physiology I

**BIO 162** – Anatomy & Physiology II

**BIO 163** – Microbiology

**NUTR 165** – Nutrition

## B. Social Science (3 courses)

I. Sociology \_\_\_\_\_ **SOC 150**

## 2. Psychology

a) **PSY 210** – Developmental Psychology

b) **PSY 205** – Personality & Adjustment

or

**PSY 220** – Abnormal Psychology

or

**PSY 225** – Social Psychology

or

**PSY 155** – Introduction to Psychology

## III. Patterns of Meaning (8 courses)

- A. Religion \_\_\_\_\_ **REL 150 or 153**
- \_\_\_\_\_ **REL (200 level)**
- B. Philosophy \_\_\_\_\_ **PHL 151 or 152**
- \_\_\_\_\_ **PHL (200 level)**
- C. Literature \_\_\_\_\_ **ENG 150 or LIT 150**
- D. History \_\_\_\_\_ **HIS 151**
- E. Fine Arts or Language \_\_\_\_\_ **ART 151, MUS 150, or Foreign Language**
- F. Plus one additional:  
Literature or History or Fine Arts or Language \_\_\_\_\_

## IV. Major Requirements

1. **NUR 303** – Role Transition Seminar
2. **NUR 305** – Health Assessment and Promotion
3. **NUR 307** – Foundation of Practice (Advanced Placement Nursing credits for Licensed Practical Nurse Diploma)
4. **NUR 309** – Nursing Care of Women and Families
5. **NUR 311** – Nursing Care in Chronic Illness
6. **NUR 312** – Pharmacology
7. **NUR 403** – Mental Health of Individual and Family
8. **NUR 405** – Nursing Care of Children and Adolescents
9. **NUR 408** – Nursing Research
10. **NUR 409** – Nursing Care in Acute Illness
11. **NUR 413** – Public Health Nursing
12. **NUR 414** – Nursing Management and Leadership

## V. Elective (2 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_

## The Curriculum

Nursing major courses in the LPN to BSN program consist of 50 credits. La Salle's LPN to BSN Program recognizes the knowledge and experience of the LPN student by providing a battery of challenge examinations through which the student may validate prior learning in nursing. The LPN student may articulate 5 of the 50 credits as advanced placement required in the nursing major. Listed below are nursing major courses, their descriptions and pre-requisites and opportunities for earning credits by challenge examination.

## Course Descriptions

**\*\* Courses that may be validated through Challenge Examinations.**

### NUR 303 (F)

#### ROLETRANSITION SEMINAR

3 credits

This course focuses on the key elements necessary for the transition from Licensed Practical Nurse to Professional Registered Nurse. The historical development of professional nursing forms the backdrop to understanding the individual's development as a professional. Issues such as ethical principles, legal parameters of practice, accountability, cultural sensitivity, communication and leadership are highlighted. The nurse's role in a dynamic health care delivery system including influencing public policy is stressed. Critical to this course are laboratory and clinical experiences that center on the development of skills pertinent to the professional nurse.

Prerequisites: General Education Courses and Controlled Electives.

### NUR 305 (F)

#### HEALTH ASSESSMENT AND PROMOTION

5 credits

The focus of this course is to develop a theoretical and clinical base necessary to assess healthy individuals across the lifespan. Emphasis is given to identifying the range of health states through health assessment, health promotion activities, and prevention of disease and interventions necessary to provide care to healthy individuals within the framework of Healthy People 2010 objectives. Includes 3 hours of class, 6 hours of clinical.

Prerequisites: 60 credits in Arts and Sciences.

### NUR 309 (S)\*\*

#### NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY

5 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th

Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305

### NUR 311 (S)\*\*

#### NURSING CARE IN CHRONIC ILLNESS

5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305

### NUR 312 (S)\*\*

#### PHARMACOLOGY

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 305 or concurrent with NUR 305

### NUR 403 (F)

#### MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY

5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 309, NUR 311, NUR 312

**NUR 405 (F)\*\*****NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses in the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the health Children/Youth 2000 documents. The course is designed to meet the guidelines for professional nurses as found in the Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice.. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 309, NUR 311, and NUR312

**NUR 408 (F)****NURSING RESEARCH**

3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisite: HSC 217 or ECN 213

**NUR 409 (S)****NURSING CARE IN ACUTE ILLNESS**

5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. This course includes an intensive 6 day clinical experience in addition to the weekly clinical experiences at the end of the course to enhance the transition

into the professional nursing role. Prerequisites: NUR 403 and NUR 405

**NUR 411 (S)****PUBLIC HEALTH NURSING**

5 credits

This course introduces the student to population-based health care needs and strengths. Emphasis is placed on health promotion, primary disease prevention and protection for particular at-risk and high-risk population groups. Resources and health care strategies are identified. Neighborhood and community cohesiveness as well as relevant political, social, and health care actions are examined. In a variety of community settings, students will explore and apply nursing strategies that support personal and communal well-being. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 403 and NUR 405

**NUR 414 (S)****NURSING MANAGEMENT AND LEADERSHIP**

3 credits

The purpose of this course is for students to analyze nursing leadership and management in the health-care system. Students address issues involving delegation, conflict resolution, prioritization, professional development, and strategic planning. Students explore issues of case management, reimbursement, and quality assurance in healthcare systems. The course emphasizes the nurse's role in ethical decision-making and patient advocacy.

**STATISTICS OPTION****HSC 217****STATISTICS FOR HEALTH SCIENCE PROFESSIONALS**

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research.

Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

**NURSING ELECTIVES****NUR 462****THE PERIOPERATIVE NURSING SYSTEM**

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

**NUR 463****ADVANCED CONCEPTS IN PERIOPERATIVE NURSING**

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac,



rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach.

#### **NUR 464**

##### **ETHICS IN NURSING PRACTICE**

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

#### **HEALTH SCIENCE MINOR COURSES**

##### **HSC 114**

##### **UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS**

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as

lead paint, asthma, and the sinking homes of Logan.

##### **HSC 223**

##### **PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE**

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

##### **HSC 361**

##### **HEALTH COMMUNICATION: A MULTIMEDIA APPROACH**

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

##### **HSC 389**

##### **THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES**

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be

analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

##### **HSC 416/516**

##### **URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

##### **HSC 424**

##### **LACTATION PROMOTION AND MANAGEMENT**

3 credits

The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture.

This course is designed to prepare breastfeeding educators.

Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding.

They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities.

Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

### **HSC 434**

#### **WOMEN'S HEALTH CONCERNS**

3 credits

Explores contemporary women's health problems and concerns.

Women's health issues are explored.

Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

### **HSC 451**

#### **UNIQUE POPULATIONS: THE**

#### **HEALTH OF URBAN MEN**

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

### **HSC 493**

#### **HOLISTIC HEALTH APPROACHES I**

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of

holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

## RN-BSN to MSN Program

La Salle's RN-BSN to MSN program is designed for the registered nurse who is committed to pursuing the Master of Science degree in Nursing. The program accelerates the student through the RN-BSN program by permitting enrollment in selected graduate level courses while completing the BSN. Specific MSN level courses are substituted for 12 credits of undergraduate work including one course in the area of specialty at the MSN level.

The RN-BSN to MSN program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

### Admission Requirements

Registered nurses interested can be admitted to the program through two routes.

1. The RN student who is new to La Salle should complete all requirements for admission to the MSN program (see MSN brochure).
2. The RN student who is currently enrolled in the RN-BSN program and decides to pursue the RN-BSN to MSN option should submit an MSN application after having completed Statistics, Nursing Research and one 400 level nursing course (Nursing 407 or Nursing 413). The above criteria needs to be completed for early acceptance.

### The Curriculum

Nursing major courses at the BSN level consist of 50 credits. The RN student can articulate 24 of the 50 credits. For the student in the RN-MSN program, twelve credits of graduate level course work will be applied to the remaining 26 undergraduate nursing credits. The BSN is awarded after the RN student has earned 120 credits.

Students are required to submit the following before entering the clinical setting: cleared criminal record check, cleared child abuse check, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program.

### RN-BSN to MSN Option

#### NUR 301

PROFESSIONAL PORTFOLIO  
DEVELOPMENT SEMINAR  
2 credits

#### NUR 314

HEALTH ASSESSMENT  
3 credits

#### NUR 318

CURRENT ISSUES IN  
PATHOPHYSIOLOGY AND  
PHARMACOLOGY  
3 credits

#### NUR 407

NURSING CARE OF INDIVIDUALS,  
FAMILIES AND GROUPS  
EXPERIENCING STRESS  
3 credits

#### NUR 413

PUBLIC HEALTH NURSING  
3 credits

#### NUR 408

NURSING RESEARCH OR  
NURSING 604\*\*\*  
RESEARCH AND THEORY I  
3 credits

#### Graduate Elective\*\*\*

3 credits

#### NUR 607\*\*\*

ADVANCED PRACTICE NURSING  
ADMINISTRATION IN HEALTH CARE  
DELIVERY SYSTEMS  
3 credits

#### NUR 608\*\*\*

POPULATION-BASED CARE AND  
ADVANCED PRACTICE NURSING  
3 credits

\*\*\* Graduate Nursing Course

## RN to MSN Bridge Program

This newly designed bridge program is intended for Registered Nurses with a non-Nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admissions requirements. Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from high school, colleges and/or universities or nursing program
- providing a copy of current RN license

Individuals must have achieved a 2.75 or above grade point average in their non-nursing baccalaureate degree. When accepted by the Admissions Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314  
Health Assessment
- NUR 408  
Nursing Research
- NUR 413  
Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.0 or above the applicant would be able to make application to the MSN program.

Students are required to submit the following before entering the clinical setting: cleared criminal record check, cleared child abuse check, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program.

## The ACHIEVE Program

The ACHIEVE Program is the part-time basic Bachelor of Science in Nursing program, offered at the Bucks County-Newtown Campus (initiated in January 2002) and at the Main Campus (initiated in September 2002). Students in this program qualify for the National Council Licensure Examination for Registered Nurses (state board of nursing examination) to become registered professional nurses and to practice as members of the nursing profession. This program, which is 122 credits leading to the BSN is taught over two years and one semester on a part-time basis once prerequisite courses are met. The nursing courses are taught during the Fall, Spring, and Summer Sessions. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day hours on weekends, and selected day or evening hours during the week. The goal of the program is to enable the graduate to provide professional nursing care which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research.

La Salle's ACHIEVE Program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a person and as a member of the nursing profession and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth. Students who can enter the part-time BSN Program are those new to nursing, degree changers, and LPNs who wish to complete the program on a part-time basis.

## Clinical Experiences

La Salle's School of Nursing has established strong ties with a number of hospitals and other health care facilities in Philadelphia, Bucks, and Montgomery counties. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, Doylestown Hospital, Holy Redeemer Hospital and Medical Center, St. Christopher's Hospital for Children, Moss Rehabilitation Center, Chestnut Hill Hospital, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Lankenau Hospital, Shriner's Hospital for Children, St. Joseph's Hospital, Girard Medical Center, Thomas Jefferson University Hospital, YMCA of Germantown, and Philadelphia, public parochial and private schools. For those students in the part-time BSN Program at the Bucks-Newtown Campus, clinical experiences will be in hospitals and health care facilities primarily in Bucks and Montgomery counties; however, selected experiences may be in hospitals and agencies in Philadelphia. In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health and primary care facility. Several of these institutions and the Neighborhood Nursing Center are within walking distance from La Salle's Main Campus. Others can be reached by public transportation if necessary. Students are responsible for their own transportation to the clinical areas. Students are assigned to clinical rosters by the Assistant Dean, the Director of the Undergraduate Program, and the Part-time BSN Program Coordinator to ensure that students receive varied clinical experiences.

## Admission Requirements

- Completed application for admission
- Official copies of transcripts from high school, colleges, or universities attended. If students have already completed 30 college credits, they do not need to submit a high school transcript.
- College credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- Letter of recommendation

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8 credits
Chemistry	4 credits
Microbiology	4 credits
Psychology	6 credits
Nutrition	3 credits
Sociology	3 credits

Students must have a minimum cumulative GPA of 2.75 and a science GPA of 2.75 (Anatomy and Physiology I and II, Microbiology, and Chemistry).

## The Curriculum

Nursing major courses in the ACHIEVE Program consist of 50 credits. Listed below are nursing major courses, their descriptions and prerequisites.

Students are required to submit the following before entering the clinical setting: cleared criminal record check, cleared child abuse check, history and

physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program.

## Course Descriptions

### NUR 304

#### INTRODUCTION TO PROFESSIONAL NURSING

3 credits

This course stimulates understanding of the nursing profession as a science, art, and career. It explores the roles of nurses and the practice of nursing within the broader health care system, and focuses on roles of professional nursing, levels of practice, career development, and collaboration with other health professions to provide comprehensive care. The course explores concepts of critical thinking in the context of clinical practice and emphasizes philosophical, legal, and ethical bases for professional practice.

### NUR 305

#### HEALTH ASSESSMENT AND PROMOTION

5 credits

The focus of this course is to develop a theoretical and clinical base necessary to assess healthy individuals across the lifespan. Emphasis is given to identifying the range of health states through health assessment, health promotion activities, and prevention of disease and interventions necessary to provide care to healthy individuals within the framework of Healthy People 2010 objectives. Includes 3 hours of class, 6 hours of clinical.

Prerequisites: 60 credits in Arts and Sciences

### NUR 307

#### FOUNDATIONS OF PRACTICE

This course explores the conceptual and practical foundations of nursing as a practice discipline. Theory, learning laboratory, and clinical experiences in a variety of health care settings are provided. The course emphasizes direct care interventions that assist persons to improve health states. Includes 3

hours of class, 6 hours of clinical. Prerequisites: 60 credits of Arts and Sciences

### NUR 309

#### NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY

5 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305 and NUR 307

### NUR 311

#### NURSING CARE IN CHRONIC ILLNESS

5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6

hours of clinical. Prerequisite: NUR 305 and NUR 307

### NUR 312

#### PHARMACOLOGY

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 307; NUR 305 may be taken concurrently with NUR 312 in the ACHIEVE Program only

### NUR 403

#### MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY

5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 309, NUR 311, NUR 312

### NUR 405

#### NURSING CARE OF CHILDREN AND ADOLESCENTS

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their

families as identified in the health Children/Youth 2000 documents. The course is designed to meet the guidelines for professional nurses as found in the Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 309, NUR 311, and NUR 312

#### **NUR 408**

##### **NURSING RESEARCH**

3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisite: HSC 217 or ECN 213

#### **NUR 409**

##### **NURSING CARE IN ACUTE ILLNESS**

5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 403 and NUR 405. This course includes an intensive 6 day clinical experience at the end of the course in addition to weekly clinical experiences to enhance the transition into the professional nursing role. Prerequisites: NUR 403 and NUR 405

#### **NUR 411**

##### **PUBLIC HEALTH NURSING**

5 credits

This course introduces the student to population-based health care needs and strengths. Emphasis is placed on health promotion, primary disease prevention and protection for particular at-risk and high-risk population groups. Resources and health care strategies are identified. Neighborhood and community cohesiveness as well as relevant political, social, and health care actions are examined. In a variety of

community settings, students will explore and apply nursing strategies that support personal and communal well-being. Includes 3 credits of class, 6 hours of clinical.

Prerequisite: NUR 403, NUR 405

#### **NUR 414**

##### **NURSING MANAGEMENT AND LEADERSHIP**

3 credits

The purpose of this course is for students to analyze nursing leadership and management in the healthcare system. Students address issues involving delegation, conflict resolution, prioritization, professional development, and strategic planning. Students explore issues of case management, reimbursement, and quality assurance in healthcare systems. The course emphasizes the nurse's role in ethical decision-making and patient advocacy.

#### **Statistics Option**

#### **HSC 217**

##### **STATISTICS FOR HEALTH SCIENCE PROFESSIONALS**

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

#### **NURSING ELECTIVES**

#### **NUR 462**

##### **THE PERIOPERATIVE NURSING SYSTEM**

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of

health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

#### **NUR 463**

##### **ADVANCED CONCEPTS IN PERIOPERATIVE NURSING**

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach.

#### **NUR 464**

##### **ETHICS IN NURSING PRACTICE**

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from

practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

## HEALTH SCIENCE MINOR COURSES

### HSC 114

#### UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

### HSC 223

#### PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

### HSC 361

#### HEALTH COMMUNICATION: A MULTIMEDIA APPROACH

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

### HSC 389

#### THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

### HSC 416/516

#### URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY

3 credits

This course explores the public health resources and challenges of

urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

### HSC 424

#### LACTATION PROMOTION AND MANAGEMENT

3 credits

The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding. They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities. Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

**HSC 434****WOMEN'S HEALTH CONCERNS**

3 credits

Explores contemporary women's health problems and concerns.

Women's health issues are explored.

Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

**HSC 451****UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN**

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender

roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

**HSC 493****HOLISTIC HEALTH APPROACHES I**

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal

and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

**MODEL ROSTER —  
PART-TIME BASIC BSN  
ACHIEVE PROGRAM,  
MAIN CAMPUS**

Fall	Spring	Summer I
Nursing 304	Nursing 305	Nursing 309
Nursing 307	Nursing 312	
<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>
Nursing 311	Nursing 405	Nursing 411
Nursing 403	Nursing 408	
<b>Fall</b>		
Nursing 409		
Nursing 414		

**MODEL ROSTER —  
PART-TIME BASIC BSN  
ACHIEVE PROGRAM,  
BUCKS COUNTY CAMPUS**

Fall	Spring	Summer I
	Nursing 304	Nursing 305
	Nursing 307	
<b>Fall</b>	<b>Spring</b>	
Nursing 311	Nursing 309	Nursing 405
Nursing 312	Nursing 403	
<b>Fall</b>		
Nursing 408	Nursing 409	
Nursing 411	Nursing 414	



**PROGRESS RECORD (122 Credits)****I. Powers (4 courses)**

- A. Writing I<sup>1</sup> ENG 107
- B. Writing II ENG 108
- C. Numbers HSC 217 or ECN 213
- D. Information Technology<sup>2</sup> CSC 151

1. May be waived by decision of the University before beginning course work; then additional elective is required.

2. May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

**II. Frameworks of Scientific Understanding****A. Natural Science (5 courses)**

The following courses are required:

**BIO 161** – Anatomy & Physiology I

**BIO 162** – Anatomy & Physiology II

**BIO 163** – Clinical Microbiology

**CHM 161** – Chemistry

**NUTR 165** – Nutrition

**B. Social Science (3 courses)**

I. Sociology SOC 150

2. Psychology

a) **PSY 210** – Developmental Psychology

b) **PSY 205** – Personality & Adjustment

or

**PSY 220** – Abnormal Psychology

or

**PSY 225** – Social Psychology

or

**PSY 155** – Introduction to Psychology

**III. Patterns of Meaning (8 courses)**

- A. Religion REL 150 or 153
- REL (200 level)
- B. Philosophy PHL 150 or 152
- PHL (200 level)
- C. Literature ENG 150 or LIT 150
- D. History HIS 151
- E. Fine Arts or Foreign Language ART 151, MUS 150 or Foreign Language

Plus one additional:

Literature or History or Fine Arts or Foreign Language

**IV. Major Requirements (12 courses)**

1. **NUR 304** – Introduction to Professional Nursing
2. **NUR 305** – Health Assessment and Promotion
3. **NUR 307** – Foundations of Practice
4. **NUR 309** – Nursing Care of Women and Families
5. **NUR 311** – Nursing Care in Chronic Illness
6. **NUR 312** – Pharmacology
7. **NUR 403** – Mental Health of the Individual and Family
8. **NUR 405** – Nursing Care of Children and Adolescents
9. **NUR 408** – Nursing Research
10. **NUR 409** – Nursing Care in Acute Illness
11. **NUR 411** – Public Health Nursing
12. **NUR 414** – Nursing Management and Leadership

**V. Elective (2 courses)**

1. \_\_\_\_\_
2. \_\_\_\_\_



HOW WONDERFUL IT IS THAT NOBODY NEED WAIT  
A SINGLE MOMENT BEFORE STARTING TO IMPROVE  
THE WORLD.

ANNIE FRANK

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## GRADUATE PROGRAMS

In addition to the undergraduate degree programs described in this Bulletin, La Salle University offers 12 Master's level programs, a doctoral program, and several certification programs which can be pursued in the evening or on weekends.

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### Bucks County Center

La Salle University is offering Master's degree programs in eight academic areas at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

For adult students pursuing an undergraduate degree, career advancement, or personal growth, La Salle's Bucks County Center offers a variety of options. Future plans call for a number of degree completion programs, along with post-baccalaureate certificate programs.

For more information on the La Salle University Bucks County Center, call 215/579-7335 or e-mail [buckscenter@lasalle.edu](mailto:buckscenter@lasalle.edu).

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### Bilingual/Bicultural Studies (Caribbean Spanish/ Latin American)

The Master of Arts in Bilingual/Bicultural Studies is an innovative part-time program that provides instruction in language fundamentals and also puts the language in the context of its culture, making it easier to use Spanish as a means of communication in every-day situations.

This is a 30-credit program for today's professionals who work with the nation's growing Latino population. It provides comprehensive instruction in Caribbean and Latin American language and culture that prepares specialists to engage in dialogue with Spanish speaking populations. Candidates for the MA in Education can fulfill Spanish language requirements for state certification via the Bilingual/Bicultural program.

These days, teachers, police officers, social workers, health-care personnel and other service-oriented professionals are faced with new challenges. More and more, the clients they serve come from different cultures and speak other languages. Clear communication and cultural understanding are essential if professionals want to meet their clients' needs.

We teach Latin American Spanish, especially Caribbean Spanish, which actually better represents the Spanish spoken in this area. The program focuses on the practical application of dealing with Latinos who live here, rather than the traditional approach of learning how to recognize and manipulate grammatical forms. To give the language meaning, the program highlights content-based language learning by offering courses in Latino culture, history, art forms, and literature.

All students participate in the Spring Session. This course of study may include one or more of the following required courses: intensive language training, workshops given by local Latino leaders, or a field experience in one of this region's Latino communities. Students complete their MA in Bilingual/Bicultural Studies with a capstone project/thesis that may reflect professional interests.

When all of these linguistic and cultural experiences come together, students acquire an enduring multi-dimensional image of Latin America that will benefit them in the workplace.

For more information, call 215/951-1561.

## Business Administration (MBA)

### Part-time MBA

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the purpose of La Salle's MBA Program is to provide a professionally oriented graduate business education that will enable students to develop and strengthen the leadership skills and knowledge necessary for success. The MBA Program values educational programs where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge. A unique learning environment is created in the MBA program that prepares students for placement or advancement into professional positions. The MBA program is primarily committed to the student seeking part-time graduate business education. It, however, also provides full time students with an opportunity to benefit from the classroom environment and the practical perspective of experienced managers. The priority of the MBA Program is to serve a student population that is adult, professional, and highly motivated.

The La Salle University MBA Program offers students the flexibility of acquiring the appropriate background for graduate business education and, at the same time, offers a significant amount of choices of courses within the MBA program. The structure of La Salle's MBA Program is comprised of: Basic Skills; the Foundation; Core, Specializations and Electives; Executive Perspectives; and Integrative Capstones. To fulfill the requirements of the MBA degree, students must complete a minimum of 33 credits and a maximum of 48 credits depending upon the student's academic and professional background. Coming from a variety of highly professional and strong academic backgrounds, the faculty in the MBA Program stress the interaction of theoretical knowledge with practical experience and shared ideas. The faculty also invest their time wisely in developing new knowledge in their field through individual and team research — some that includes students as assistants. Also, 90 percent of our faculty hold the highest degrees in their field.

For more information, call 215/951-1057, e-mail [mba@lasalle.edu](mailto:mba@lasalle.edu) or visit [lasalle.edu/mba](http://lasalle.edu/mba).

### Full-Time MBA

La Salle University's full-time MBA Program is designed to provide students with the skills needed to be successful business leaders in the international job market. As a result of La Salle's worldwide recruiting efforts, students in this program are immersed in an intercultural environment while attending their classes.

The program provides comprehensive exploration of the principles and functions of management, and increases students' understanding of international business. In addition to traditional classroom learning, students will have opportunities to participate in international travel seminars to Europe and the Pacific Rim; a one-semester study abroad experience at ESC Marseille, France or with one of La Salle's other international partners; and workshops to enhance their international business etiquette skills and their knowledge of American corporate culture.

Students with an undergraduate degree in business or a related field can complete the degree in one year. Students without a business background will be able to complete the program in two years.

The structure of La Salle's full-time MBA Program is comprised of six sections: Basic Skills, Foundation, Core, Specialization and Electives, Executive Perspectives, and the Integrative Capstone. Students must complete between 33 and 48 credits (plus any of the Basic Skills courses) to complete the MBA degree at La Salle University. The total amount of credits to fulfill the requirements of the MBA degree depends upon the student's academic and professional background.

The Admission Committee of the full-time MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Program applications are reviewed on a "rolling" basis. Students may enter the program in the fall, spring and summer. All candidates must have completed a four (4) year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission.

The Admissions Committee considers the above factors and attempts to achieve some reasonable geographic distribution among countries and continents when accepting full-time MBA students. Formal work experience is not required.

For additional information contact us at 215/951-1913 or e-mail [ftmba@lasalle.edu](mailto:ftmba@lasalle.edu).

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## Central and Eastern European Studies

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The Master of Arts in Central and Eastern European Studies is an innovative, interdisciplinary, graduate degree program initiated at

La Salle in September 1993. The program is designed to reflect new realities that have emerged in Central and Eastern Europe as a result of recent historic upheavals, particularly the disintegration of the Soviet Union and the reunification of Germany. It offers a variety of courses in numerous disciplines dealing with diverse subjects which are designed to provide an academic platform for evaluating, interpreting, and forecasting events in Central and Eastern Europe as they impact upon the modern world.

The program is for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism, the diplomatic service and other related fields, or who wish to prepare themselves for doctoral studies.

There is a need for scholars, entrepreneurs and professional people, in general, to appreciate the numerous languages and disparate cultures of this area of the world and to understand in greater depth, the current state of its economic and political infrastructure. Only an informed American intelligentsia can participate meaningfully in the democratic development of this area. There are also opportunities for American academia to assist Eastern Europe in its reconstruction through the reeducation of its university population in the methods and techniques of Western literary, political, economic, and historical analysis. This program seeks to make those opportunities manifest.

For more information, call 215/951-1200 or e-mail [cees@lasalle.edu](mailto:cees@lasalle.edu).

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## Clinical-Counseling Psychology

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La Salle has developed a Clinical Counseling Psychology Program that is versatile, practical and substantial. Whether you are already in the clinical counseling field, are making a career move, or are interested in pursuing a doctoral degree, the program is designed to fit your needs. It offers a strong combination of theory and practice that provides graduates with a broad background — and a range of options for the future.

The program stresses skills training and clinical preparation in four concentrations: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, and Industrial/Organizational Psychology.

It also requires a common core of psychological studies as a basis for disciplined practice in the respective areas. This makes it an excellent start for those who wish to go on and pursue a doctoral degree.

The program is crafted to provide a sequential experience for each student. The progression in each instance is from knowledge base, to skills development, to application. The integration of theory and practice is emphasized throughout that progression.

For most students graduation from our program is a major step in preparing for licensure as a Professional Counselor or Marriage and Family Therapist.

Graduates are also prepared to work as middle-level practitioners in psychological services settings and human resources divisions of organizations. Examples of work settings include mental health clinics, employee assistance programs, alcohol and drug rehabilitation centers, marriage and family counseling agencies, college and university counseling centers, and the staffs of licensed private practice psychologists.

Students are also prepared for other positions in business, government and education where management, consultation and referral skills are major job responsibilities.

It is possible to complete the 51-credit program in either three years (on average six credit hours per term) or two years (on average nine credit hours per term).

For more information, call 215/951-1767, e-mail [psyma@lasalle.edu](mailto:psyma@lasalle.edu), or visit [www.lasalle.edu/grad](http://www.lasalle.edu/grad).

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## Computer Information Science

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Computers provide an endless list of possible uses — ways to make businesses run smoother, and better serve customers. A person who has the skills and knowledge to explore these possibilities has power in the workplace. La Salle's Master of Science degree in Computer Information Science provides the right combination of practical knowledge and computing concepts to ensure you can master today's — and tomorrow's — technology.

The program is designed for persons who wish to advance their knowledge of computer information science, technology, and practices within the professional community. Its comprehensive curriculum addresses information distribution through personal and Internet computing, distributed environments, n-tier architectures and enterprise systems.

The four areas for study are software engineering, databases, systems and developer, and networking. These are the building blocks for current and emerging technologies. In addition, students may take electives in other areas such as social, ethical and legal issues in computing, e-business, and emerging technologies. Object-oriented and component-based programming, developed using the Unified Modeling Language, are the principal programming paradigms.

Students develop quantitative talents and people skills, while gaining extensive hands-on experience. The field is dynamic in nature, so students need to be prepared for self-study throughout their careers. To improve this skill, students are required to join in class discussions, evaluate new software packages, make formal classroom presentations, and do independent and team projects.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students may culminate their learning with a capstone project or research paper under the supervision of a faculty advisor. Students may work individually or in groups. They can partner with an external company, or work on a project for their employer.

For more information, call 215/951-1222 or e-mail [gradcis@lasalle.edu](mailto:gradcis@lasalle.edu).

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## Education

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For years, the traditional school-as-factory model has offset the tone for most teacher education programs. In contrast, La Salle's Graduate Program in Education offers a unique alternative that views each child as an individual learner with needs that often can't be met through a industrialized approach to education. This assembly line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

La Salle prepared educators are not semi-skilled production workers.

La Salle educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state of the art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

La Salle educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops reflective genuinely professional practitioners who are capable of leading and innovating rather than merely following orders.

To insure a union of theory with practice, clinical teaching begins early in the program. What is more, these practica are managed and directed by La Salle University in order to insure optimal conditions for professional growth.

La Salle's Graduate Program in Education offers: in-service continuing education and Master of Arts in Education for practicing teachers; dual certification in elementary and special education; certification as well as certification in most secondary teaching areas. Both part-time and full-time study options are available.

For more information, call 215/951-1593 or e-mail [graded@lasalle.edu](mailto:graded@lasalle.edu).

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## Information Technology Leadership

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There is a growing need for people with leadership skills in the area of Information Technology. Such people must have knowledge not only of technology but also how to manage technology. The Master of Science in Information Technology Leadership (MS ITL) program is a multi-disciplinary program in the School of Arts and Sciences and the School of Business Administration that provides a foundation of information technology and the leadership skills needed for mid- to high-level information technology managers. According to John Loftus, who is Sr. Vice President and CTO of Gestalt, LLC, "Multidisciplinary education and training is growing dramatically across the country, since it is generally recognized that tomorrow's complex analytical and technical problems are not to be solved by those with a narrow disciplinary perspective."

Industries studies report that it is important for both the technical and the business sides to better understand each other's job and function, especially as technical people assume project management roles. The MS ITL Program is recommended by industry leaders and it is intended for professionals who wish to become leaders in Information Technology. It focuses on three main competency areas: managerial competencies, technical competencies, and technology management competencies.

The program emphasizes teamwork and interpersonal skills. To address the dynamic nature of the field and the realization that there will always be a need for some self-study, the program emphasizes collaborative learning and student involvement. The program prepares people for end user information technology services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership. The students culminate their program with an integrating capstone experience that requires the students to analyze, design, and evaluate a solution for an information technology management environment.

For more information call 215/951-1222 or e-mail [itleader@lasalle.edu](mailto:itleader@lasalle.edu).

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## Nursing

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In the fast-changing world of health care, a well-educated and versatile nurse is an employed nurse. La Salle University's Graduate Nursing Program provides coursework and field experience that prepare graduates to fill a variety of roles in the evolving health care and pharmaceutical industry — and keep on the cutting edge of the latest developments.

La Salle's School of Nursing is highly respected. Faculty members don't just teach. They also practice. Many are working in the field and teaching at the same time. Faculty also know that many of their students are currently employed in health care, so they work hard to make coursework applicable to real life skills and situations.

The program offers master's tracks in Family Nurse Practitioner, Adult Nurse Practitioner, Adult Clinical Nurse Specialist, Public Health Nursing, Nursing Administration/MBA and Nursing Anesthesia.

Also offered are four post-baccalaureate certificate programs in School Nursing, Wound, Ostomy and Continence (WOC) Nursing, Clinical Pharmaceutical Development, and Nursing Informatics. A concentration in Nursing Education is also available.

The program provides personal and professional growth opportunities through faculty-student mentoring, professional organizational activity, and publishing. Students are exposed to excellent clinical experiences in a variety of settings.

Many opportunities exist to use state-of-the-art technology related to information processing, database searching, data analysis and display, and professional presentation packages.

La Salle nursing educators believe that a rigorous course of study in a student-centered supportive environment, along with strong research-based curricula, prepare graduates for evolving health care and pharmaceutical industry roles.

For more information, call 215/951-1430 or e-mail [gradnursing@lasalle.edu](mailto:gradnursing@lasalle.edu).

## Professional Communication

Successful professionals realize just having something important to say isn't enough. You also have to know how to say it — effectively conveying the significance of your message to an employer, co-worker, customer, or the public.

La Salle's Master of Arts degree in Professional Communication provides the theory and practical experience necessary to develop your communication know-how — understanding how to get your message across to a variety of audiences, using the right style and format at the right time, and understanding why it works.

The part-time program is designed to provide additional communication skills, research tools, and pragmatic experiences alongside coursework. It's perfect for people who want to become more familiar with communication issues and practices within business and professional organizations.

It's designed to be broad in scope, but provides sufficient

depth for students to explore issues or emphases that are relevant to their interests and needs. Students can tailor the program to their individual goals through course selections from the General Courses, and through the experiences they choose to pursue in the Practicum.

One of the program's strengths is its practical focus. Theory and methods are emphasized in the core courses, but students are invited throughout the program to apply newly-learned communication principles and practices to real-life situations.

The 36-credit program can be completed in as little as two years, so students who need or want a fairly rapid completion can be accommodated. Students complete the program by taking Comprehensive Examinations.

For more information, call 215/951-1155 or e-mail [comm@lasalle.edu](mailto:comm@lasalle.edu).



THE TASK OF THE MODERN EDUCATOR IS NOT TO  
CUT DOWN JUNGLES. BUT TO IRRIGATE DESERTS.



## Speech-Language Pathology

La Salle University's new and unique Master of Science Degree in Speech-Language Pathology provides the education and clinical practicum experiences that prepare its graduates for a fulfilling career as a Speech-Language Pathologist.

Communication disorders have a major effect on education, employment, and an individual's well being. Speech-language pathologists serve individuals, families, and the general public by identifying, diagnosing, and treating disorders of human communication and swallowing. For instance, speech-language pathologists diagnose and treat children with speech and language disorders, including those who are developmentally delayed, help stroke victims regain language, and help people who stutter.

The Master's degree is the standard credential in the field of speech-language pathology. Students who already have a bachelor's degree in speech-language pathology, audiology, speech-language-hearing science, or communication disorders can begin the Master's degree at La Salle. Those students with an undergraduate degree in a related field can pursue the Master's degree after completing prerequisite undergraduate courses.

Our program provides personal and professional growth opportunities. We understand the needs of the busy, working professional and offer classes in the late afternoon and early evening. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

For more information, call 215/951-1986 or e-mail [amster@lasalle.edu](mailto:amster@lasalle.edu).

## Theology and Ministry

Anyone can study theology, but not everyone knows how to apply it to everyday life. La Salle's Master of Arts in Theological Studies, Pastoral Ministry and Liturgical Practice provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. But more importantly, it strives to teach tomorrow's religious leaders how to speak credibly about faith in the contemporary world.

Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various faith traditions.

Methodologically, our programs follow the centuries-old university tradition of education that is open to the diversity of events, ideas, and the physical and social sciences and technologies that shape our world today. The core faculty is made up of skilled teachers from various fields of religious expertise who support

La Salle's mission to advance knowledge and promote professional development.

The theological track concentrates on research and the systematic study of biblical, dogmatic and spiritual theology. The pastoral ministry track prepares graduates for work in the fields of religious education and youth ministry. The concentration in pastoral care provides the student with a solid understanding of academic theology as well as the theory and skills needed for church ministry. The liturgical studies track prepares its graduates for work in parish and diocesan ministry in the Roman Catholic Church, as well as for further study of the liturgical practices of other Christian churches.

A post-Master's certificate in Pastoral Counseling (18 credits) is available for applicants who hold a Master's degree in Counseling-Psychology, Social Work Counseling, or a related field.

All of the programs empower students to investigate the historical, religious, theological and pastoral traditions, establish a dialogue with the contemporary world, and use the resulting insights and skills to respond, in faith, to the fears, struggles, aspirations and achievements of contemporary humans.

For more information, call 215/951-1335 or e-mail [religion@lasalle.edu](mailto:religion@lasalle.edu).

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## Doctoral Program in Clinical Psychology

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The Doctor of Psychology Program (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field and for those working professionals and others who hold a master's degree in a mental health discipline. It is a five-year full time program that has a partial part-time option that allows the first two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists, and as such, an intensive integration of theory and practice is stressed throughout the entire course of study.

The program requires the completion of a two-year practicum progression and a full year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

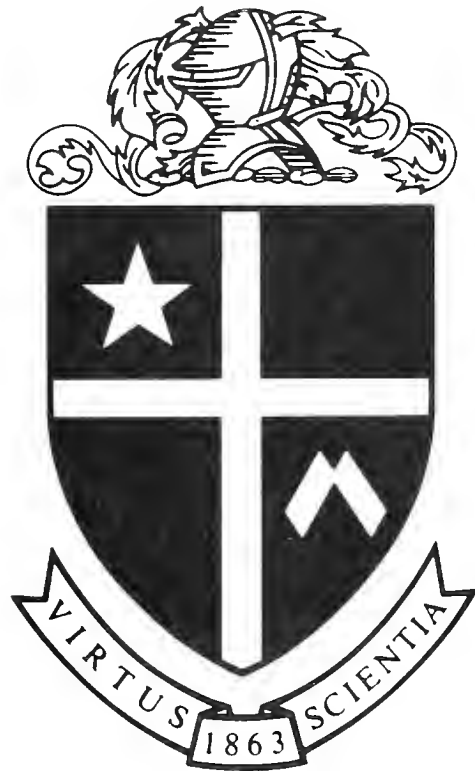
The program emphasizes those approaches to the practice of clinical psychology that have demonstrated empirical support and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests: 1) Clinical-Child and Family Psychology, 2) Rehabilitation-Neuropsychology and 3) Sport-Performance Psychology.

For more information, call 215/951-1350 or e-mail [psyd@lasalle.edu](mailto:psyd@lasalle.edu).



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 Director of MBA Program  
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### Dean, School of Nursing

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Director of Undergraduate Nursing Programs  
 Director of the Graduate Nursing Program  
 Director of the La Salle Neighborhood Nursing Center  
 Director of the Speech-Language-Hearing Science Program  
 Director of the Nutrition Program

### Dean of Students

Associate Dean of Students  
 Assistant Dean of Students  
 Director of Administrative Services  
 Director of Career Services  
 Director of Health Services  
 Director of University Ministry and Service

### Director of Continuing Studies

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**Fall Semester**

August 18 – 20	Undergraduate registration
August 19 and 20	Graduate registration
August 21	Opening Convocation
August 25	Undergraduate and Graduate classes start
August 29	Last day for late registration and change of roster
September 1	Labor Day Holiday
September 12	Last day for filing Pass/Fail option
October 5	Honors Convocation
October 20 and 21	Undergraduate and Graduate mid-semester holidays
October 27	Mid-semester grades due
October 27 – 29	Senior pre-registration for Spring, 2003
October 31 –	
November 4	Junior pre-registration for Spring, 2003
November 6 – 10	Sophomore pre-registration for Spring, 2003
November 12 – 14	Freshman pre-registration for Spring, 2003
November 26 – 28	Undergraduate Thanksgiving holidays
November 26 – 29	Continuing Studies and Graduate Thanksgiving holidays
December 5	Day Classes end
December 8 – 12	Day Final examinations
December 8 – 13	Continuing Studies and Graduate final exams
December 13	Supplementary Examination Date
December 17	Fall semester grades due

**Spring Semester**

January 5 – 7	Continuing Studies registration
January 6 – 7	Day and Graduate registration
January 12	Undergraduate and Graduate classes start
January 16	Last day for late registration and change of roster
January 19	Martin Luther King Jr. Holiday
January 30	Last day for filing Pass/Fail option
March 1 – 5	Day mid-semester holiday
March 1 – 5	Continuing Studies and Graduate mid-semester holiday
March 8	Mid-semester grades due
March 22 – 24	Junior pre-registration for Fall, 2003
March 30	Last day for withdrawal with "W" grade
March 31 – April 2	Sophomore pre-registration for Fall, 2003
April 6 – 8	Freshman pre-registration for Fall, 2003
April 9 and 12	Easter holidays
April 10	Continuing Studies and Graduate Easter holiday
April 12	Continuing Studies and Graduate classes meet
April 26 – May 1	Continuing Studies and Graduate final exams
April 23	Day Classes end
April 26 – April 30	Day Final examinations
May 3	Graduating students' grades due
May 5	Spring semester grades due
May 8	Baccalaureate Liturgy
May 9	Commencement

**2003**

AUGUST	S	M	T	W	T	F	S
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**2004**

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